DOCUMENT RESUME

ED 049 548 EA 003 462

TITLE	Fulton County Schools Four Quarter Plan.
INSTITUTION	Fulton County Board of Education, Atlanta, Ga.
PUB DATE	[69]
NOTE	61p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Course Descriptions, Course Organization, Graduation Requirements, *Quarter System, *School Organization, *Secondary Education, *Year Round Schools
IDENTIFIERS	Four Quarter Plan, Fulton County Georgia

ABSTRACT

The Fulton County four-quarter plan allows a secondary school to develop a program to meet the needs of each student while allowing students to participate in course selection and class scheduling. Because of the need for a quality program during the summer months, this program has been designed to meet the standards of the total school program during all four quarters. All subject areas have been reorganized into quarter courses independent of one another. About 70 percent of the courses have been developed to be independent and taken without regard to sequence. This document lists the courses required for graduation in each of three programs and describes briefly each course. (Author)

ED049548

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FULTON COUNTY SCHOOLS
FOUR QUARTER PLAN

FULTON COUNTY BOARD OF EDUCATION
786 CLEVELAND AVENUE, SOUTHWEST
ATLANTA, GEORGIA 30315

EA 003 462

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Overview

When schools opened for the 1968-69 term in Fulton County, a new era in public education became a reality. Students entered the secondary school program in September with educational opportunities never before possible.

The Fulton County four-quarter plan has replaced the traditional nine-month school structure; the carnegie unit credit; the concept of a totally sequential curriculum; and the concept of scheduling students into a master schedule only one time each year.

A flexibility has been built into this new curriculum that not only allows the school to develop a program to meet the needs of the student, but also allows the student to participate in the selection of courses and the scheduling of himself into class.

Philosophy and Rationale

The basic concept is simple. The purpose of the four quarter plan is to improve the EDUCATIONAL opportunity of our boys and girls. It is NOT a program to save money, to use the school plants on a year-round basis, to schedule children into a space-saving master schedule to relieve an overcrowded condition, or to accelerate students through high school to an early graduation. However, these could be "by-products" of the four quarter school, and this program obviously could make provisions for some of these in the long run. To reiterate, the only purpose of this program is to improve the education of our children.

One of the major reasons for the four quarter plan is the need for a quality program during the summer months. With this in mind, a program has been designed that will meet the standards of the total school program without regard to the quarter in which they are selected.

Structure of the New School Year

The school year will consist of four quarters with approximately the same amount of time in each quarter. The first quarter will begin in September and the fourth quarter will end in August. This will allow for a few days between each quarter, and for the usual holidays.

The student will be required to go to school three of the four quarters each year. At the present time, the student is required to attend the first three quarters of each year with the fourth quarter the option. However, when the program is fully implemented, the student may exercise an attendance option. He may elect to attend all four quarters or he may elect any three of the four quarters That is, he may exercise his attendance option to stay out of school any one of the four quarters. Any combination of three quarters in a given year will meet the attendance requirements.

Because of four equal quarters, the attendance option is possible with quality instruction in each quarter and equal credit given, regardless of the quarter in which the course is taken.

Carnegie Unit Abandoned

One of the major reasons the high school curriculum has been so inflexible is because it has been shackled by the carnegie unit credit—one carnegie unit for one year's work. In this four quarter school plan, the carnegie unit has been abandonedin favor of a more flexible credit hour system. Each quarter course satisfactorily completed will net the student five (5) credit hours. The maximum student load is six full course elements per quarters; i.e. the student meets the class five days per week. Therefore, the maximum credits earned in a given quarter will be thirty (30) credit hours. One can immediately see the flexibility made possible by this change in credit policy.

Subject Reorganization

One of the most significant contributions the program will make to education will be the new curriculum developed specifically for it. This in itself will be an innovation unparalleled in the nation.

All subject areas have been reorganized into quarter courses independent of each other. The number of courses required in each discipline will depend upon the needs of that discipline. Wherever possible these courses have been developed so that the rigid sequence of taking courses would

no longer be necessary. About 70% of the courses have been developed so that they are independent and may be taken without regard to sequence.

The new course structure provides stimulation and learning opportunities for all students. There is a range of courses from the remedial to the very sophisticated. Furthermore, if a student is misplaced he may be rescheduled at the end of anyquarter. In fact this structure will allow the school to tailor-make a schedule to meet the needs of the individual student. This gives the student and his counselor an opportunity to evaluate the student's progress and guide him in a more successful direction.

EXPLANATION OF NUMBERING SYSTEM

The numbering system for the new Course Guide is a three (3) digit number. The numbers have the following meanings:

The first digit on the left is the level—100 level, 200 level, 300 level, etc.
First (1st) digit of "9" always indicates independent study

The middle digit is the most significant. If the middle digit is "0," this means a regular course with no special characteristics for both boys and girls.

Middle digit "1" = boys only
"2" = girls only
"3" = remedial courses
"4" = advanced placement
"5" = low group
"6" = high group
"7" = BLANK — NOT USED
"8" = business education
"9" = FLES (Foreign Language in Elementary School)

Third (3rd) digit indicates sections of course.

Requirements for Admission to Homeroom:

9th Grade— 45 hours passed including 15 hours of English.
10th Grade—105 hours passed including 30 hours in English plus all required 8th grade subjects.
11th Grade—195 hours passed including 45 hours in English.
12th Grade—285 hours passed including 60 hours in English.
Not more than 30 hours may be earned in Library Education.

ACADEMIC COURSE

375 Hours Are Required for Graduation

English:	75 hours
Social Studies:	60 hours
Math:	60 hours
Language—Science:	30 hours in a Language and 30 hours in Science or 60 hours in Science. 15 hours in Biology is required of all. 30 hours or 60 hours of Science must be above 100 level.
Family Development:	5 hours—from 301, 401, 501 at 10th, 11th or 12th grade level.
Physical Education:	60 hours—required of all students unless excused by doctor.
Electives:	55 hours
TOTAL	375 hours

The normal load is 25 hours each quarter consisting of four academic subjects and Physical Education. A student may elect Music, Art, Typing, Library Education, Woodshop, Drafting, Home Economics or Journalism. Any student with a high "B" average may take 25 hours of academic subjects and 5 hours of Physical Education.

Math Requirements:

Algebra—200, 201, 202
Geometry—300, 301, 302
Algebra—300, 301, 302

Social Studies Requirements:

8th Grade: Sociology—100 or 130
Georgia History—100 or 130
Anthropology—100 or 130

9th & 10th Grades: Geography—200
History—200
Political Science—200
Economics—200

11th Grade: U. S. History 304, 305, 306
Plus 10 hours of additional electives.
100 series: non-sequential
200 series: non-sequential—two of 200 series prerequisite to 300 series.

Science Requirements:

Science 400 (Pre-Chemistry & Pre-Physics) prerequisite to either Chemistry or Physics. This course plus 10 hours of Chemistry or Physics constitutes the Chemistry or Physics requirement.
To elect Chemistry, a student must have **completed** 15 hours of Algebra.

To elect Physics, a student must have completed 15 hours of Algebra and 15 hours of Geometry. It is also recommended that Algebra 300, 301, 302 be completed or taken concurrently.

To elect Human Physiology, a student must have a "B" average in Science or recommendation of Biology teacher.

English Requirements:

10 hours of American Literature. American Literature 300 plus 5 hours—required of all students.
10 hours of English Literature. English Literature 400 plus 5 hours—required of all students.

BUSINESS EDUCATION COURSE

375 Hours Are Required for Graduation

English:	75 hours—12th Grade Bus. English 684, 685, 686 if offered
Social Studies:	60 hours
Math:	30 hours
Science:	30 hours—15 hours must be Biology
Physical Education:	60 hours—required of all students unless excused by doctor.
Family Development:	5 hours—from 301, 401, 501 at 10th, 11th or 12th grade level.
General Business:	10 hours
Typing	20 hours
Special Business Education Sequence:	60 hours in one of the following areas: Stenography, Management, Clerical
Electives:	25 hours
TOTAL	375 hours

The normal load is 25 hours each quarter consisting of four academic subjects and Physical Education. A student may elect Music, Art, Typing, Library Education, Woodshop, Drafting, Home Economics, or Journalism. Any student with a high "B" average may take 25 hours of academic subjects and 5 hours of Physical Education. Students who are on the honor roll the previous year are urged to take 25 hours of academic subjects and 5 hours of Physical Education.

Math Requirements:

30 hours required from the following:
8th & 9th: 101, 102, 103 or 131, 132, 133 or
104, 105, 106 or 134, 135, 136 or

Bus. Arith. 305, 306, 307 or 30 hours from Algebra/Geometry series.

NOTE: 15 hours of Bus. Arith. or 15 hours of Algebra required.

Social Studies Requirements:

8th Grade: Sociology—100 or 130
Georgia History—100 or 130
Anthropology—100 or 130

9th & 10th Grades: Geography—200
History—200
Political Science—200
Economics—200

11th Grade: U. S. History 304, 305, 306
Plus 10 hours of additional electives.
100 series: non-sequential
200 series: non-sequential—two of 200 series prerequisite to 300 series.

Science Requirements:

Science 400 (Pre-Chemistry & Pre-Physics) prerequisite to either Chemistry or Physics. This course plus 10 hours of Chemistry or Physics constitutes the Chemistry or Physics requirement.

To elect Chemistry, a student must have **completed** 15 hours of Algebra.

To elect Physics, a student must have completed 15 hours of Algebra and 15 hours of Geometry. It is also recommended that Algebra 300, 301, 302 be completed or taken concurrently.

To elect Human Physiology, a student must have a "B" average in Science or recommendation of Biology teacher.

15 hours of General Science 101, 102 & 103 and 15 hours of Biology will meet the requirements for graduation but not college entrance requirements.

English Requirements:

10 hours of American Literature. American Literature 300 plus 5 hours—required of all students.
10 hours of English Literature. English Literature 400 plus 5 hours—required of all students.

CLERICAL PRACTICE

Required:
Cler. Pr. 180
Cler. Pr. 181
Cler. Pr. 182
Cler. Pr. 184 or
Cler. Pr. 385
Cler. Pr. 587
Cler. Pr. 508
Management 501 or 502

2 Courses from:
Cler. Pr. 281
282, 283, 284
Steno. 186, 387
584, 388

3 Courses from:
Management 406,
407, 408, 504,
506, 507, 601,
602, 603
Cler. Pr. 589

MANAGEMENT

Required:
Cler. Pr. 180
Cler. Pr. 182
Cler. Pr. 508
Management 380
Management 381
Management 382
Management 385 or 501

5 Courses from.
Management 405, 406,
407, 484, 485,
486, 487, 501,
502, 504, 506,
507, 589, 602, 603

STENOGRAPHY

Required:
Cler. Pr. 180
Cler. Pr. 181
Cler. Pr. 182

One course from:
Steno. 286, 480, 186
One course from:
Steno. 287, 481, or
Cler. Pr. 401, 402, 403
One course from:
Steno. 482, 387, 584
or 388

3 Courses from:
Steno. 388, 483,
581, 582, 583, 584,
585, 681, 682, 683

3 Courses from:
Cler. Pr. 184
Management 380, 385,
405, 406, 407, 408,
501, 503, 504, 506,
507, 601, 602, 603
Steno. 589

GENERAL COURSE

375 Hours Are Required for Graduation

English:	75	Hours
Social Studies:	60	hours
Math:	30	hours
Science:	30	hours—15 hours must be Biology
Home Economics:	15	hours (Girls)
Family Development:	5	hours—from 301, 401, 501 at 10th, 11th, 12th grade level.
Physical Education:	60	hours—required of all students unless excused by doctor.
Electives:	100	hours for girls
	115	hours for boys
TOTAL	375	

The normal load is 25 hours each quarter consisting of four academic subjects and Physical Education. A student may elect Music, Art, Typing, Library Education, Woodshop, Drafting, Home Economics, or Journalism. Any student with a high "B" average may take 25 hours of academic subjects and 5 hours of Physical Education. Students who are on the honor roll the previous year are urged to take 25 hours of academic subjects and 5 hours of Physical Education.

Math Requirements:

30 hours required from the following:
8th & 9th: 101, 102, 103, or 131, 132, 133 or
104, 105, 106, or 134, 135, 136 or
Bus. Arith: 305, 306, 307, or 30 hours from Algebra/Geometry series.

Social Studies Requirements:

8th Grade: Sociology—100 or 130
Georgia History—100 or 130
Anthropology—100 or 130

9th & 10th Grades: Geography—200
History—200
Political Science—200
Economics—200

11th Grade: U. S. History 304, 305, 306
Plus 10 hours of additional electives.
100 series: non-sequential
200 series: non-sequential—two of 200 series prerequisites to 300 series.

Science Requirements:

Science 400 (Pre-Chemistry & Pre-Physics) prerequisite to either Chemistry or Physics. This course plus 10 hours of Chemistry or Physics constitutes the Chemistry or Physics requirement.

To elect Chemistry, a student must have **completed** 15 hours of Algebra.

To elect Physics, a student must have completed 15 hours of Algebra and 15 hours of Geometry. It is also recommended that Algebra 300, 301, 302 be completed or taken concurrently.

To elect Human Physiology, a student must have a "B" average in Science or recommendation of Biology teacher.

15 hours of General Science 101, 102 & 103 and 15 hours of Biology will meet the requirements for graduation but not college entrance requirements.

English Requirements:

10 hours of American Literature. American Literature 300 plus 5 hours—required of all students.
10 hours of English Literature. English Literature 400 plus 5 hours—required of all students.

ART EDUCATION

Through group participation, study, and research on the part of many art teachers, the art department chairmen, and the art staff at the system level, this Framework of Art Education for the secondary schools of Fulton County has emerged.

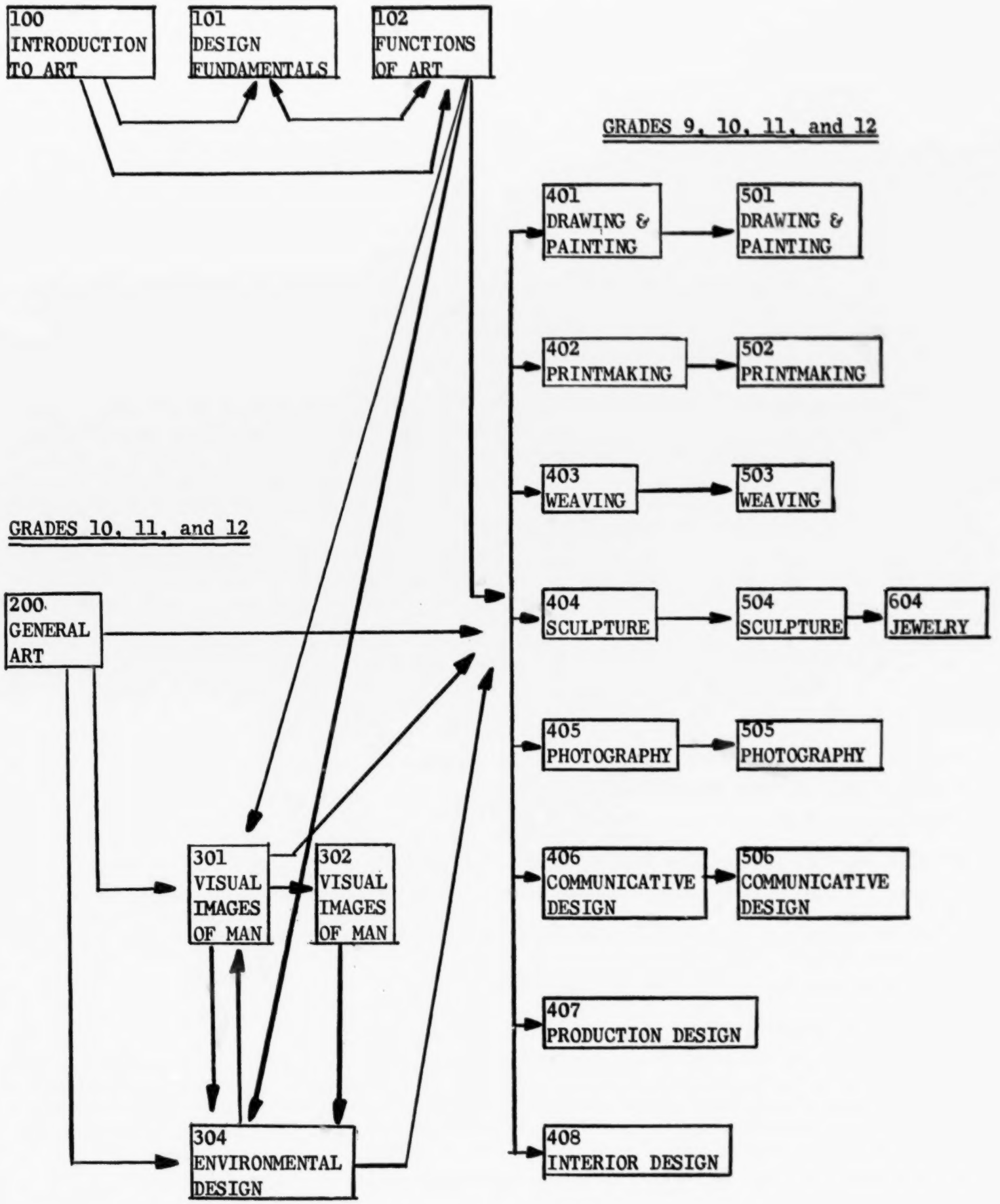
This Framework should serve as a reference in helping to stimulate all art teachers to evaluate and to improve and expand their present art programs in relation to their own situations At no time is it expected that all twenty-two courses described in this framework be taught simultaneously in one school. It will be the responsibility of each school (the administrator and the art teacher) to determine which of these courses are most pertinent to the needs of students and can be most effectively offered.

In order to allow for the individual differences of students, the strengths of individual teachers, and the needs of students in any particular locale, each art teacher, in following the Framework in Art Education, should always consider the needs, interests, and abilities of students at different levels of growth.

RECOMMENDATIONS: ART EDUCATION

1. All art courses will be elective. Care should be taken in scheduling to give each student opportunity to **elect.**
2. All art courses should carry same unit credit as any other area course offering.
3. Art teachers should work closely with the scheduling committee at the local school level in art for each quarter.
4. More advanced or complex courses in particular areas should be included in the schedule of offerings as the need arises (such as 601 Painting and Drawing for students who desire and need more experience in this area after completing 500 level).
5. Class sizes for all laboratory courses in art should be limited to 25 or **less.**

GRADES 8 and 9



ART EDUCATION

INTRODUCTION TO ART 100 (8th and 9th grades)

Introduction to Visual Art is a basic, exploratory course designed to provide experiences which will develop a heightened awareness of the senses . . . sight, sound, touch, motion. These experiences will offer opportunities for students to solve problems in working with a variety of materials and processes which will stimulate imagination, inventiveness, and discovery. No Prerequisite.

DESIGN FUNDAMENTALS 101 (8th and 9th grades)

A course designed to offer opportunities for the related use of the basic elements of design . . . line, color, texture, light, motion, in working with a variety of materials such as: paint, ink, plaster, clay, wood, wire, metal, and "found materials." The materials, tools, and processes should be compatible with the individual stages of growth and development of students.

Prerequisite—Art 100

THE FUNCTIONS OF VISUAL ART 102 (8th and 9th grades)

A laboratory course designed to help students develop understandings about the functions of art as they relate to the individual, the environment, and past and present cultures.

Prerequisite—Art 100

GENERAL ART 200 (10th, 11th, and 12th grades)

A survey-laboratory course designed to offer students their first experience in art. The course emphasizes: 1) the nature of art, 2) the language of art, 3) the materials and tools of art and 4) the functions of art found in the natural environment.

No prerequisite

VISUAL IMAGES OF MAN 301 (10th, 11th, and 12th grades)

A study of man and his condition, past and present, as seen through significant works of visual art. Investigations will deal primarily with concepts reflecting ideas, ideals, and attitudes transcending time and culture barriers. These courses will include the examination of a limited number of concepts, but a broad range of works of art. Emphasis will include: A. The universality of these concepts, B. the varied interpretations of these concepts in relation to the time and locale in which the works of Art were produced, and C. the aesthetic qualities that evoke human responses and set significant visual images apart from the ordinary.

Prerequisite—Art 200 or (Art 100, 101, and 102)

VISUAL IMAGES OF MAN 302 (10th, 11th, and 12th grades)

A continuation of Visual Images of Man 301.

Prerequisite—Art 301

ENVIRONMENTAL DESIGN 304 (10th, 11th, and 12th grades)

A course planned to provide opportunities for students to critically examine the existing surroundings with concerns for aesthetic and functional aspects of design in space. Students will become involved in research related to architecture, urban and suburban design, landscape design, and outdoor advertising.

Prerequisite—Art 200 or (Art 100, 101, and 102)

DRAWING AND PAINTING 401 (9th, 10th, 11th, and 12th grades)

A laboratory course designed to offer students opportunities to explore a variety of techniques and a wide range of media and with emphasis on drawing. Two dimensional interpretations of both two and three dimensional forms will be emphasized through concentration on: 1) line (characteristics and quality), 2) selection to tools and media to reflect desired characteristics and qualities, 3) value relationships, 4) spatial relationships, 5) volume, and 6) texture.

Prerequisites—(Art 100, 101, and 102) or 200 and recommendation of Art teacher.

PRINTMAKING 402 (9th, 10th, 11th, and 12th grades)

A laboratory course designed to provide experiences in a variety of techniques of the basic processes of printmaking, achieving design quality through the simplification of forms. These basic processes will include the development of techniques through the use of the following materials: paper plate, torn card, linoleum, and wood. These processes will include relief, resist, coordinated stencil, monoprint, and intaglio.

Prerequisites—(Art 100, 101, and 102) or 200 and recommendation of Art teacher.

WEAVING 403 (9th, 10th, 11th, and 12th grades)

A laboratory course designed to include an investigation of the techniques, knowledges, construction, and creative use of a variety of simple looms and materials for the production of utilitarian and aesthetic woven objects.

Prerequisites—(Art 100, 101, and 102) or 200 and recommendation of Art teacher.

SCULPTURE 404 (9th, 10th, 11th, and 12th grades)

A laboratory course designed to offer students opportunities for experimentation in three dimensional design. Choices will be made from a variety of materials such as paper, plaster, wood, clay, and wire, with which to construct, carve, or fuse forms in space. Emphasis will be given to developing a working acquaintance with the tools and materials of sculpture and with the uses and relationships of design elements in three dimensional form in space. Natural and man-made forms of significance will be studied in correlation with laboratory work.

Prerequisites—(Art 100, 101, and 102) or 200 and recommendation of Art teacher.

PHOTOGRAPHY 405 (10th, 11th, and 12th grades)

A laboratory course designed to offer experiences in the study of design through an exploration of the visual environment. Composition will be emphasized through particular attention to relationships of the elements of design: line, shape, texture, and value. Principles of photography will be introduced through the use of student built cameras, light-sensitive paper, and darkroom for developing the paper negatives by contact printing.

Prerequisite—6 art courses and permission of Art teacher.

COMMUNICATIVE DESIGN 406 (9th, 10th, 11th, and 12th grades)

A laboratory course planned to provide opportunities for students to become actively involved in lettering, poster design, and display. Emphasis will be placed on the manipulation of color, line, texture, form, and space in the composition of layout design for school and community use. Limited reproduction techniques and processes will be employed in the execution of poster design and display. Historical developments in communication symbols and media and their relation to new developments in communications will be investigated.

Prerequisites—(Art 100, 101, and 102) or 200 and recommendation of Art teacher.

PRODUCTION DESIGN 407 (10th, 11th, and 12th grades)

A course planned to include the study of the history of stage design, costume design, the techniques of lighting, and set construction. Students will plan, design, and construct sets, design costumes, explore makeup techniques, and experiment with lighting. Students will work directly with the art teacher in cooperation with the drama teacher and students in the drama classes toward the execution of stage production.

Prerequisite—(Art 100, 101, and 102) or Art 200 and recommendation of Art teacher.

INTERIOR DESIGN 408 (9th, 10th, 11th, and 12th grades)

A laboratory course planned to help students understand the uses of art in the home environment. Creating interiors, which will be functional, aesthetically pleasing, and related to the needs and interests of people will be of primary concern.

Prerequisites—(Art 100, 101, and 102) or 200 and recommendation of Art teacher.

DRAWING AND PAINTING 501 (9th, 10th, 11th, and 12th grades)

A laboratory course designed to offer students opportunities to explore a variety of techniques and a wide range of media with emphasis on painting. Two dimensional interpretations of both two and three dimensional forms will be emphasized through concentration on: 1) color, 2) color relationships, 3) characteristics and qualities of various painting media and 4) reproductions of paintings of art masterworks, including works of recognized contemporary artists.

Prerequisite—400 course in the same area and Art teacher recommendation.

PRINTMAKING 502 (9th, 10th, 11th, and 12th grades)

A laboratory course designed to include "carry-over" techniques from basic printmaking and an introduction to the more complex techniques of woodcut and intaglio. Students will become involved in the following methods of silk screen printing: stencil, tusche, and film.

Prerequisite—400 course in the same area and Art teacher recommendation.

WEAVING 503 (9th,10th, 11th, and 12th grades)

A laboratory course designed to present a survey of weaving, and to offer opportunities in the use of a variety of more complex weaving processes and materials.

Prerequisite—400 course in the same area and Art teacher recommendation.

SCULPTURE 504 (9th, 10th, 11th, and 12th grades)

A laboratory course designed to offer students "in-depth" experiences with selected materials and processes. The purposes of the course are to develop skills in handling chosen techniques and materials in spatial arrangements, increasing understanding of the uses of sculptural forms in our present-day culture, and expanding knowledge of sculpture, past and present.

Prerequisite—400 course in the same area and Art teacher recommendation.

PHOTOGRAPHY 505 (10th, 11th, and 12th grades)

A laboratory course offered as an "in-depth" study of **design** through an exploration of the visual environment. Composition will continue to be emphasized through particular attention to relationships of the elements of design: line, shape, texture, and value.

Students will become engaged in:

A. Camera construction
B. Use of cameras for special effect
C. Correct darkroom procedures
D. Printing, developing, and enlarging photographs
E. Contact-printing and dry-mounting
F. History of photography
G. Use of a 35 mm. camera and technical aspects of its use.
H. Use of photography to develop designs suitable for execution in other art materials and processes.

Prerequisite—Art 405 and permission of the Art teacher.

COMMUNICATIVE DESIGN 506 (not offered at present time) (9th, 10th, 11th, and 12th grades)
A course planned to provide opportunities for students to become involved in applying the principles of design as they relate to the field of direct communication in advertising art. The course will offer practical experience to students in the development of ideas and in preparing art work for the reproduction of signs, posters, invitations, folders, and direct mailing pieces with an introduction to commercial reproduction processes.

Prerequisite—400 course in the same area.

SCULPTURE (JEWELRY) 604 (9th, 10th, 11th, and 12th grades)

A laboratory course designed to offer students an opportunity to study and design small-scale (sculptural) forms used as personal ornaments. A variety of materials and combinations will be used in processes compatible with purposes and student capability.

Prerequisite—500 course in the same area and Art teacher recommendation.

CERAMICS 409 (9th, 10th, 11th, and 12th grades)

A laboratory course designed to offer students opportunities for experimentation in three dimensional clay design by exploring the use of open and closed forms and by pinching, pulling, modeling, and adding or subtracting clay. Emphasis will be given to developing a working acquaintance with clay and with the tools and other materials of ceramics. Also, emphasis will be given to the uses and relationships of design elements in three dimensional form in space. The use of commercial molds is prohibited.

Prerequisite—(Art 100, 101, and 102) or Art 200

CERAMICS 509 (9th, 10th, 11th, and 12th grades)

A laboratory course designed to offer students an "in-depth" experience in clay. The purposes of the course are to further develop skills in handling chosen techniques and materials, and increasing understanding of the uses of ceramic forms in our present-day culture, and expanding knowledge of ceramics, past and present. The student will also be introduced to the potter's wheel and its use in making ceramic forms.

Prerequisite—409 course in the same area.

BUSINESS EDUCATION PHILOSOPHY AND OBJECTIVES

The Business Education Department Chairmen have developed the philosophy and objectives stated below as a guide to a flexible program designed to meet the needs of boys and girls of academic, business, and general programs. Certain skills, attitudes, traits, and understandings must be developed during the early teens so as to ease the gaining of greater depth and understanding in the more mature years.

A. All education should be predicated on the need for each individual to be aware of his rapidly changing economic and social environment, to develop attitudes based on truth, honor, and human dignity, and to attain competencies for making his greatest personal contribution to growth and progress.

B. Business Education respects the rights of the individual and his intrinsic worth to society and helps him to be a free man through intelligent self-understanding and adaptability to achieve a stable society.

C. Business Education fosters in the individual pride in his work, creativity, individuality, and self-discipline so that he can effectively relate to his society and economic system.

D. Business Education recognizes that communication is basic for the individual to express himself and gain information for rational decision-making; therefore, Business Education seeks to further develop the individual's basic skills in speaking, reading, writing, computing, collecting, organizing, interpreting, and storing data in his personal and vocational activities.

The numbering system used indicates that basic courses for skills to enter the business employment field and understandings for living in a world demanding economic decisions, as well as to meet the demands of citizenship, are available in the 000-909 series. The specifically vocational courses are in the 080-989 series. Three areas are available—clerical, management, and stenographic.

BUSINESS EDUCATION

BEGINNING TYPEWRITING 101.

Touch control of alphabetic characters, figures, symbols, and operative parts of the typewriter (manual or electric); emphasis on correct typewriting techniques; application of typewriting skill to simple centering, word study, composition of sentences and paragraphs at the typewriter; recognition of typewriting errors.

No prerequisite; however, students who have taken elementary school typewriting may go to the next course by passing a test administered by the department chairman or typewriting teacher.

BASIC TYPEWRITING 102.

Continued emphasis on techniques, skill building for control and speed; particular emphasis on accuracy in writing and reading numbers and symbols; application of typewriting skill to simple problems of a personal nature; word study, word division; sentence structure, composition of paragraphs; themes, poetry at the typewriter; simple outlines for themes (I.A.B.); personal letters, addressing envelopes; rough draft; note-taking on cards; typing on cards and composing from cards; simple tabulation of main heading centered and columns without headings; correction techniques. Prerequisite: Typewriting 101. A test may be taken to advance directly from 101 to the 103 course or from elementary school to 103. The test must be administered by the department chairman or a typewriting teacher.

INTERMEDIATE TYPEWRITING 103.

Continued emphasis on skill building for control, speed, techniques; composition at the typewriter; word study, sentence structure, paragraph structure, themes, poetry, rough draft from note cards, outline, simple proofreader's marks; personal business letters, styles and significance of styles, addressing envelopes; simple manuscripts with cover, title page, contents, simple footnotes or reference information in content, bibliography, pagination, tabulations—organization for statistics for decision-making, main and secondary headings, columnar headings, four or more columns; simple duplication; carbon, fluid masters, stencil, or other that might be available locally. Prerequisite: Typewriting 102 or test equivalent.

ENRICHED TYPEWRITING 104.

Continue skill building and techniques for control and speed; apply skills to personal, club and community jobs.

Prerequisite: Typewriting 102 or equivalent test.

BASIC NOTETAKING 106.

Basic principles of a brief writing system based on the alphabet of shorthand; how to read, listen, and organize material in notes, for term papers from reading and lectures with no emphasis on verbatim notetaking and transcription.

Prerequisite: Elective to all non-stenographic students.

APPLIED NOTETAKING 107.

Use of symbols in original writing; extension of basic principles; exercises in making notes from readings and lectures for research papers; use of notes in reviewing and preparing for examinations; use of notes at discussions, meetings, conferences and telephone.

Prerequisite: Basic Notetaking 106.

INTEGRATED STUDY ACTIVITIES 108.

Application of all notetaking skills in English and typewriting to produce finished copy; review of typewriting skills.

Prerequisite: Applied Notetaking 107.

BUSINESS ECONOMICS 200.

Develop in the students an appreciation of the economic system of the United States of America and the private business enterprise system which works with government to satisfy the wants of the consumer; use of economic analysis in solving problems; concept of scarcity; U. S. market economy; problems of growth and stability; distribution of income; interrelationship of U. S. economy and world economics; development of basic word choice; speaking techniques, sources of information and systematic organization of information, basic computations, management of personal resources; personal traits and attitudes; considerations in choosing a vocation and courses ot support entrance into the vocation directly from high school or after post-high school or college training.

No prerequisite. Required of all Business Education students, or its equivalent, 408/601 at the 11th and 12 grade levels.

PERSONAL RECORDKEEPING 201.

Promote the individual's personal competencies in banking procedures, household records, personal tax records, credit, savings, investments, and insurance, understandings of the role of each activity in the economic system of the United States of America from the consumer's point of view.

Prerequisite: Introductory Economics 200.

COMMUNICATIONS IN BUSINESS 202.

Specific instructions in the use of communication systems supplemented with concepts of the role of the systems in facilitating the business and government activities in the private enterprise economy; legal monopolies; the role of communication in business decisions—gathering, organizing, storing, retrieving information; use in employment; vocational opportunities in communication industries.

Prerequisite: Introductory Economics 200.

TRAVEL AND TRANSPORTATION 203.

Develop an appreciation and understanding of the businesses engaged in supplying the equipment and services for meeting the needs for travel and transportation; types of organizations, labor problems, vocations available in trucking, railroad, automobile, airline, space, ocean, lakes, rivers; elements of risk and how these risks are handled; methods of capitalizing; related industries and services; government regulations and growth stimulation; consumer's problems and services.
Prerequisite: None.

BUSINESS AND COMMUNITY WELFARE 204.

Develop an understanding and appreciation of the role of private, civic, governmental agencies in aiding and protecting the consumer; introduction to government finance, labor relations in American business.

Prerequisite: None.

CAREER GUIDANCE IN BUSINESS 205.

Survey of business careers, qualifications, traits and attitudes necessary for successful employment.

TYPEWRITING SKILL-BUILDING 300.

An inventory of typewriting skills and understandings to be taken for each student during the first two weeks of the course; emphasis on skill in operating the typewriter as a copying machine; speed and accuracy to meet employment standards for reading, copying, proofreading alphabetic, num eric, and related symbols in typewriting; proofreading and correction of copy.

Prerequisite: Typewriting 102 or 103 or equivalent test. Required of all vocational students.

ADVANCED TYPEWRITING 301.

Application of typewriting skills to production of letters—copying, typing from direct dictation at the typewriter, from transcription machines; statistical copy, including tabulation planning, financial statements; cards and other irregular sizes of paper; reports and manuscripts—outline, organization and special sections, rough drafts, footnotes or reference citations, bibliography; duplicating: carbon, fluid, stencil, offset, error correction; proofreading; application letters, tax returns, purchase order, basic legal forms and business forms; letter styles and basis for selection of style; envelope address styles; chain-feeding envelopes and forms.

Prerequisite: Typewriting Skill Building 300. Required of all business education students.

BASIC SKILLS IN BUSINESS MATHEMATICS 305.

Reinforce skills in addition, subtraction, multiplication, division, whole numbers, fractions, decimals, mixed numbers, percentages; application of these skills to handle personal finances; cash and change making, recording income and sources of income, including commission, bank records of personal transactions, checking sales tickets, extensions, sales tax, excise tax, computing unit and average prices on orders; use of adding and calculating machines to check computations and to

give new setting to learning and use of skills where equipment is available; application of skills to sports records.

Prerequisite: None.

CONSUMER BUSINESS MATHEMATICS 306.

Sources of personal or consumer income: Choice of occupation, use of statistics, graphs, charts to determine factors to consider in making decision—sex, location, education, industry; understanding of payroll procedures and deductions for group insurance, income taxes, purchasing property, use of credit, cost of credit, use of financial intermediaries for substitutes for money; savings, and protection against risks; vocabulary and economic concepts related to consumer activities.

Prerequisite: Basic Skills In Business Mathematics 305.

BUSINESS MATHEMATICS OF HOME OWNERSHIP 307.

Factors to consider in locating a home; appraisal of surrounding property, the propety tax rate in the area, the direction of growth of neighboring industries and institutions, the length of time the family would possibly occupy the home; the cost and the means of payment: conventional loans from banks and savings and loan associations, personal loans, mortgages, insurance companies, elements of risk and how to plan for them: life and health insurance as related to home ownership problems; handling of notes; installment buying for the home; investments.

Prerequisite: Business Mathematics 305 or Algebra.

MATHEMATICS OF SMALL BUSINESS OPERATION 308.

Mathematics of capitalizing a business: the type of organization, the age and resources of individuals; insurance; employees and their benefits, payrolls; records for business decision; basic resources—farming and other raw materials; buying and selling; manufacturing: taxes; pricing; determining and distributing profits; handling losses and bankruptcy; units of measure; commissions; negotiable instruments.

Prerequisite: Business Mathematics 305.

LEGAL TYPEWRITING 401.

Study of words, phrases, forms and procedures related to clerk-typist activities in the legal office; maximum accuracy in typing and proofreading and correction of errors; wills, power of attorney, leases, contracts, court reports; special problems of legal typewriting—copies, filing, correction; related readings and sources of information; personal traits; letter writing and transcription related to problems; backing sheets or endorsements.

Prerequisite: Advanced Typewriting 301.

MEDICAL RECORDS TYPEWRITING 402.

Study of medical terms—pronunciation and meaning of basic vocabulary; typing these words in sentences; copying medical records accurately; copying and filing medical records; proofreading, correction of errors; insurance forms for various companies and medicare; medical ethics—personality traits, attitudes, work habits peculiar to the proper relationships of the medical typist with patients and doctor.

Prerequisite: Advanced Typewriting 301.

GOVERNMENT AND TECHNICAL TYPEWRITING 403.

Study of problems involved in governmental typewriting and technical reports; emphasis on accuracy in typewriting numbers, names, and special vocabularies and symbols; tabulations, headings; production of charts and graphs; specialized vocabularies and related readings from technical journals; ethics; proofreading and correction of errors.

Prerequisite: Advanced Typewriting 301.

PERSONAL AND FAMILY FINANCE 405.

Develop a realization of financial responsibilities, plan income and expenses for individual and

family; sources of family income; budgets—realistic and flexible; banking services and their use; income tax records and returns; property and other taxes; installment buying; loans and other sources of funds; risks; planning for growth and stability in family finances.
Prerequisite: None.

FINANCIAL OBLIGATIONS AND TAXATION 406.

Obligations and taxations; negotiable instruments, types of business organization; relationships of business and government.

Prerequisite: None.

LEGAL ASPECTS OF PROPERTY MANAGEMENT 407.

Owning and transferring property, types of insurance; renting; preparation and importance of wi lls.

Prerequisite: None.

CONSUMER ECONOMICS 408.

A general course designed to focus the basic economic concepts of issues that an individual must consider as a consumer, citizen, and voter living in the United States of America with local, state and national relationships; wise management of one's economic affairs; appreciation of the interrelationship of the role of an individual as a producer and consumer; readings from current literature and analysis of economic problems involved.

Prerequisite: None.

PRINCIPLES AND ORGANIZATION OF AMERICAN BUSINESS 501.

The private enterprise system of the United States of America—the nature and extent; opportunities in business; organization: sole proprietorships, partnerships, corporations, cooperatives; internal business organization; office organization and functions.

Prerequisite: None.

MANAGEMENT OF AMERICAN BUSINESS 502.

Decisions involved in starting a business: organization, location, housing and equipment layout, financing; type of operation—manufacturing, selling, service, purchasing, merchandising, production, promotion, marketing, transportation, credit and collection, personnel; government relationships; survival factors.

Prerequisite: None.

THE LAW AND LEGAL PROBLEMS 503.

Introduction to law and legal problems; origin of our legal system, types of law, crimes, legal rights and duties; Uniform Commercial Code.

Prerequisite: None.

CONTRACTS 504.

Basic elements of contracts; rights and obligations of parties; discharge of contracts; sales contracts; contracts of employment; warranties; agencies.

Prerequisite: None.

DISTRIBUTION IN THE AMERICAN ECONOMY 506.

Definition and function of distribution; economic setting of distribution and market mechanism; contribution to stability; role in international trade; methods of promotion and responsibilty to the international trade, methods of promotion and responsibility to the consumer; determining consumer demand.

Prerequisite: None.

SALES PROMOTION AND ADVERTISING 507.

Place and function of sales promotion and advertising; classification of advertising; role of the ad-

vertising agency; scope of advertising; mechanics of advertising; media, campaigns as developed by businesses of different sizes; the consumer and advertising; agencies to protect the consumer. Prerequisite: None.

PRE-EMPLOYMENT TYPEWRITING 508.

Intensive review of typewriting skills and techniques; emphasis on taking employment tests; writing letters of application, requests for interviews, completing application forms accurately and neatly, follow-up letters, preparation of style manual and job-application interview exhibit; research job opportunities and standards of employment for clerk-typist; handwriting and its place in typewriting forms; signatures; composition at the typewriter; business and economic terms from current literature and news media; sources of information on job vacancies; Labor Department; private employment agencies.

Prerequisite: Two courses in typewriting.

CENTRAL ECONOMIC PROBLEMS 601.

Importance of economics and the nature of economic understanding: dealing with economic problems, making economic decisions, thinking objectively; micro- and macro-economics, abstract reasoning; scientific method and economic theory; statics and dynamics; value judgments; wants, scarce resources, need for decision making, need for economic system; factors and principles of production.

Prerequisite: None.

MARKET PRICE SYSTEM 602.

Private enterprise economy; circular flow of income; markets; supply and demand; prices; competition; role of government; distribution of income; market determination of income; profits; labor, wages and labor unions; economic security.

Prerequisite: None.

ECONOMIC ISSUES AND POLICIES 603.

Economic growth and stability; measuring the performance of the economy; national production and income; fiscal policy; monetary policy; international trade and investment; comparative economic systems.

Prerequisite: None.

CLERICAL PROCEDURES 180.

Appreciation and understanding of clerical work in business and professions; occupational data; general office duties; desirable personal traits and attitudes; communications systems of the office—telephone, mail, telegrams, memorandums, business letters, reports, copying and duplicating processes, automation, filing, special emphasis on accuracy in reading alphabetic and numeric symbols, interpreting instructions, typing, filing, proofreading, correcting errors.

Prerequisite: Advanced Typing 301.

FILING AND RECORDS MANAGEMENT 181.

Understanding of filing procedures and records control, including processing, storing, retreiving, and re-storing records and correspondence, various types of filing systems: alphabetic, geographic, numeric, alpha-meric, soundex, and subject; use of filing equipment and supplies; automation in filing.

Prerequisite: Clerical Procedures 180.

BASIC COMPUTATIONAL MACHINES 182.

Introduction of techniques for operating the 10-keyboard and full-keyboard adding machines, the 10-keyboard printing, rotary, electronic and key-driven calculators to accomplish the fundamental arithmetic processes with speed and accuracy; occupational data; statistical reports.
Prerequisite: Business Mathematics 305 or its equivalent.

RECORDKEEPING IN BUSINESS 183.

Introduction to cashiering, figuring wages, preparing the payroll and tax reports, keeping retail sales records, and automated recordkeeping.

Prerequisite: Business Mathematics 305, Algebra or equivalent.

PUNCHED CARD DATA PROCESSING 184.

Introduction to data processing for understandings in facilitating the handling and interpretation of business data through recording source information and the processing cycle—source documents, key punch, verifier, punched tape, channel codes, sorter, collator, interpreter, reproducer, and accounting machine; practice on keypunch or simulated keyboard typewriters.

Prerequisite: Advanced Typewriting 301.

INTRODUCTION TO DICTATING AND TRANSCRIBING MACHINES 186.

Development of an understanding of the role of dictating and transcribing machines in the office; practice in planning and dictating correspondence and reports to recording machines; development of skill in transcription of prepared recordings with accuracy and speed.

Prerequisite: Advanced Typewriting 301.

WORK EXPERIENCE 189.

On-the-job experience in private industry or governmental offices; personnel reports from the industry will indicate what should be taught to each student. A student may need this type of experience for maturation and understanding of need for more education. It may be scheduled as part of the regular school day or a full-time job for one quarter.

Prerequisites to be determined by the local school system, based on community needs and student needs.

INTENSIFIED LABORATORY EXPERIENCES IN PURCHASING AND SELLING 281.

Intensive work with forms, equipment, and procedures used in selected businesses in purchasing and selling. Personal traits and business ethics; related readings.

Prerequisite: Advanced Typewriting 301, Machines 182 and Recordkeeping 183.

INTENSIFIED LABORATORY EXPERIENCES IN PAYROLL AND PERSONNEL 282.

Intensive work with forms, equipment, and procedures used in selected businesses in payroll and personnel departments. Personal traits and business ethics; related readings.

Prerequisite: Advanced Typewriting 301, Machines 182, and Recordkeeping 183.

INTENSIFIED LABORATORY EXPERIENCES IN ACCOUNTS RECEIVABLE AND PAYABLE 283.

Intensive work with forms, equipment, and procedures in selected businesses in accounts receivable and payable departments. Personal traits and business ethics; related readings.

Prerequisite: Advanced Typewriting 301, Machines 182, and Recordkeeping 183.

INTENSIFIED LABORATORY EXPERIENCES IN PUBLIC REVENUE DEPARTMENTS 284.

Intensive work with forms, equipment, and procedures used in local, state and federal revenue departments; personal traits and business ethics; related readings.

Prerequisite: Advanced Typewriting 301, Machines 182, and Recordkeeping 183.

MACHINE SHORTHAND TECHNIQUES 286.

Introduction of principles of expressing sounds by touch operation of a shorthand machine; practice in spelling, reading, and transcribing machine recorded notes. Vocational information.

Prerequisite: Typewriting Skill Building 300 and a C average or above in English.

MACHINE SHORTHAND DICTATION 287.

Reinforcement of machine shorthand theory with emphasis on taking dictation with speed and ac-

curacy. Students who complete this quarter's work should be scheduled to 482, 581, 582, 583, 681, 682, 683 to develop further ability in taking and transcribing dictation.
Prerequisite: Business Education 286 and 301.

WORK EXPERIENCE 289.

On-the-job experience in private industry or governmental offices; personnel reports from the industry will indicate what should be taught to each student. It may be scheduled as part of a school day or as full-time work for one quarter.
Prerequisite: To be determined by the local school system, based on community needs and student needs.

INTRODUCTION TO BOOKKEEPING AND ACCOUNTING 380.

An overview of the complete bookkeeping process.
Prerequisite: Business Education 305 or Algebra.

BOOKKEEPING AND ACCOUNTING SYSTEMS AND PROCEDURES 381.

Introduction to bookkeeping for a merchandising business: the bookkeeping cycle with special journals, subsidiary ledgers, and banking activities.
Prerequisite: Business Education 380.

SPECIAL BOOKKEEPING AND ACCOUNTING PROCEDURES 382.

Special problems: combination journal, sales and purchases, payroll accounting, depreciation and disposal of fixed assets, bad debts, accounts receivable.
Prerequisite: Business Education 381.

INTRODUCTION TO AUTOMATED DATA PROCESSING 385.

General information course presenting processes, concepts, terminology, problem-solving skills, instruction-writing, and use of logic; background information for business careers.

MACHINE TRANSCRIPTION OF LEGAL DICTATION 387.

Intensive practice in transcribing legal material from recordings; reading legal journals to improve spelling, vocabulary, and pronunication and understanding of legal terms and procedures; the role of the machine transcriptionist and legal ethics. Prerequisite: Business Education 401 and 12 quart ers of English with above average achievements.

MACHINE TRANSCRIPTION OF TECHNICAL AND SCIENTIFIC DICTATION 388.

Intensive practice in transcribing technical and scientific material from recordings; reading technical and scientific journals for improvement of spelling, vocabulary, pronunciation, and understanding of technical and scientific terms and procedures; the role of the machine transcriptionist and ethics of the secretary; occupational data.
Prerequisite: Business Education 403 and 12 quarters of English with above average achievement.

WORK EXPERIENCE 389.

On-the-job training in office occupations under professional supervision; clerk-typist duties; taken as part of the school day or in a full-time experience for one quarter.

Prerequisite: Business Education 301.

ELEMENTARY SHORTHAND 480.

Presentation of shorthand characters, brief forms, and word-building principles of expressing sounds by symbols; emphasis on correct penmanship, line of writing, and phrasing; practice in use of shorthand symbols in spelling, reading and copying from well-written shorthand plates; stress on increasing the student's business vocabulary; instruction in efficient notetaking techniques.
Prerequisite: Business Education 300 and C average or above in English.

SHORTHAND DICTATION 481.

Reinforcement of shorthand theory with an intensive review of principles learned in 480; con-

tinued stress on increasing the student's business vocabulary, improving his ability to spell, punctuate, and apply the rules of grammar correctly; practice in reading and copying large quantities of well-written shorthand outlines; developing phrasing and word-building skills and the ability to write shorthand outlines for unfamiliar words rapidly from dictation; developing ability to take dictation on practiced and new material easily and rapidly from dictation; practice in transcribing on the typewriter.

Prerequisite: Business Education 301 and 480.

SHORTHAND PRE-TRANSCRIPTION 482.

Continued development of speed and accuracy in taking verbatim dictation; introduction of office-style dictation; transcription at the typewriter; review of brief forms, word-building principles, and phrase building; frequent drills on geographical expressions, similar words, common word roots, abbreviated words, omission of minor vowels, grammar checkups, and shorthand vocabulary, techniques for speed in producing accurate transcripts; integration of shorthand, English, and typewriting skills into the production of mailable copy.

Prerequisite: Business Education 481.

INTENSIVE REVIEW OF SHORTHAND THEORY 483.

Presentation of basic shorthand theory on an accelerated basis for students who have not followed the sequence and feel a need for further work in basic theory before entering the other courses, or for students who need additional skill-building time to prepare them for the following courses.
Prerequisite: Business Education 480 or 301.

BOOKKEEPING AND ACCOUNTING IN BUSINESS 484.

Continue special bookkeeping transactions: sales tax, notes, interest, and accrued expenses; introduce bookkeeping and accounting for various types of business organizations.
Prerequisite: Business Education 382.

ACCOUNTING FOR PARTNERSHIPS, CORPORATIONS, AND COOPERATIVES 485.

Compete study of elementary principles of partnership, corporation and cooperative accounting.
Prerequisite: Business Education 382.

MANUFACTURING ACCOUNTING 486.

Minimum essentials of an accounting system for a manufacturing business; voucher system and inventory.

Prerequisite: Business Education 382.

ELECTRONIC DATA PROCESSING 487.

Introduction to electronic data processing; history of computers, analog and digital computers, functions of business computer; electronic computer system; input and input media; storage unit, primary storage and secondary storage; arithematic unit, decimal system and binary system; control unit and stored program; output and output media; block diagram; difinition, organize data, devise procedure for solution, test procedure, carry out program; basic symbols of block diagram, coding, debugging, testing, electronic data processing applications to banking, inventory control, payroll.

Prerequisite: Business Education 385.

WORK EXPERIENCE 489.

On-the-job training in clerical activities under the supervision of a qualified business education teacher; taken as a part of the school day or as a full-time job for one quarter.

Prerequisite: Business Education 180, 181, 182, 183 or 380.

SHORTHAND SPEEDBUILDING 581.

Further development of shorthand skill in increasing speed of taking dictation of new material at an employable rate; further emphasis on production of mailable transcripts from dictation taken

on unfamilar material; continued stress on techniques of handling materials, preparation for taking dictation, developing shortcuts for specialized vocabularies and high-frequency words, and efficient transcription techniques.

Prerequisite: Business Education 482.

SHORTHAND TRANSCRIPTION 582.

Development of efficient transcription techniques for accurate and rapid production of mailable letters with continued emphasis on the application of the correct fundamentals of English; continued emphasis on vocabulary building; practice in taking dictation on new material; improvement of ability to proofread rapidly and accurately and make neat corrections of errors.
Prerequisite: Business Education 482.

ADVANCED SHORTHAND SPEEDBUILDING AND TRANSCRIPTION 583.

Further development of transcription and rapid writing skills; further emphasis on spelling, vocabulary, punctuation, capitalization, use of reference materials, and accurate but rapid production of mailable materials; proofreading; personal traits and sense of responsibility for accuracy in every detail before submitting the correspondence or report for the signature.

Prerequisite: Business Education 581.

MACHINE TRANSCRIPTION OF MEDICAL DICTATION 584.

Intensive practice in transcribing material (medical) from recordings; reading medical journals for improvement of spelling, vocabulary, pronunciation, and understanding of medical terms and procedures; the role of the machine transcriptionist and ethics of the medical secretary.

Prerequisite: Business Education 402 and 12 quarters of English with above average achivement. Human Biology would be helpful.

MACHINE TRANSCRIPTION OF FOREIGN LANGUAGE DICTATION 585.

Application of all skills and knowledges to transcribing letters, memorandums, business forms, and reports required of a foreign correspondent; related inquiry into opportunities for employment and further training; ethics of the secretary.

Prerequisite: Business Education 301 and 12 quarters of English with above average competence in the foreign language to be used.

SIMULATED WORK EXPERIENCE PROGRAM 587.

Students will be assigned to a teacher who will place them on production jobs within the local school and direct reading and skill building activities according to their individual needs to enable them to become employable, as well as develop self-confidence.

Prerequisite: Business Education 301, 180, 181, 182, and 183 or 380.

WORK EXPERIENCE 589.

On-the-job training in office work under supervision of a business education teacher, taken as part of the school day, or as a full-time job for one quarter.

Prerequisite: Business Education 301, 180-183 or 380-382, or 482 according to the type of work to be undertaken.

LEGAL SHORTHAND DICTATION AND TRANSCRIPTION 681.

Practice in recording basic legal terms in shorthand symbols with speed and accuracy; spell, pronounce, define the most-used legal terms; intensive practice in taking and transcribing articles containing legal information of benefit to prospective legal secretary, including case abstracts, letters in regard to legal professional matters, testimony, legal forms, and instructions and direction; high degree of accuracy; ethics of the legal office.

Prerequisite: Business Education 401 and 582.

MEDICAL SHORTHAND DICTATION AND TRANSCRIPTION 682.

Introduction of shorthand outlines, spelling, definition, and pronunciation of basic medical terms;

intensive practice in taking and transcribing medical case histories, letters, and hospital records, articles from current medical journals; practice in the preparation of medical records; procedures and ethics of the medical secretary; accuracy and proofreading emphasized.

Prerequisite: Business Education 402 and 582.

TECHNICAL AND SCIENTIFIC DICTATION AND TRANSCRIPTION 683.

Introduction of shorthand outlines, spelling, definition, and pronunication of basic technical and scientific terms; intensive practice in taking transcribing dictation of letters, reports, and records; reading technical and scientific journals; understanding the role of the secretary and ethics; accuracy and proofreading.

Prerequisite: Business Education 403 and 582.

BUSINESS COMMUNICATION 684.

Overview of language skills with emphasis on grammar strength—vocabulary improvement: development of word power through use of the dictionary, synonyms, thesaurus, antonyms; spelling, pronunciation; parts of speech and word patterns, punctuation, capitalization, numbers; emphasis on oral communication; sensitivity and accuracy in use of words; handling a proposed subject effectively; outlining the speech; presentation techniques; platform manners; reading development: comprehensive knowledge of business problems, current news stories, periodicals, book reports on contemporary novels and biography; readings on personal development; cultural background of English language and literature by reading from selected short stories.

Prerequisite: Business Education 301 and 12 quarters of English.

TECHNIQUES IN BUSINESS COMMUNICATION 685.

Implementation of grammar skills; emphasis on grammar competency; appreciation of cultural influences; review of grammar comprehension; competency in writing effective sentences; developing effective paragraphs; oral English; reading skills for better communication; cultural influence of literature.

Prerequisite: Business Education 684.

EFFECTIVE COMMUNICATION IN ACTION 686.

Emphasis on composition in business writing with accompanying development of reading and speaking skills: preview of language skills; implementation of sentence structure and paragraph development; effective writing by researching and use of library; personal business writing; oral communication emphasizing group participation and parliamentary procedure; reading from business articles and trade journals; critical reports on columnists and editorials; creative expression by dramatic presentation of current political and economic problems.

Prerequisite: Business Education 684.

EFFECTIVE BUSINESS MESSAGES 687.

Business writing and composition with presentation of all types of business messages currently used in today's business world; parts of a business letter; styles of business letters; qualities of successful business writing; types of business letters and correct approach in writing them; preparation of other business communications: telegram, memorandum, news release, minutes of meeting, agenda, itinerary.

Prerequisite: Business Education 684.

EFFECTIVE REPORT AND TECHNICAL WRITING 688.

Factual writing with research techniques; presentation of reports properly documented and statistical material; format of a report; announcements; informal reports; formal reports; news release; advertising materials; oral communication in action with discussion groups and oral reports on adventures in writing reports.

Prerequisite: 12 quarters of English.

WORK EXPERIENCE 689.

On-the-job training in office work or management area under the supervision of a business education teacher; taken as a part of the school day or as a full-time job for one quarter.

Prerequisite: Basic courses in clerical, management, or stenographic programs, depending on the type of work sought.

NOTE: This series of work experiences is designed for students who need this motivation during the high school program. It starts the student early at the non-skilled level and moves him through all phases of a given industry during high school and provides the basic work experience for management level decisions for further training and employment. High school is the time for these experiences rather than after extended education.

ENGLISH

All required English courses, regardless of ability level, emphasize literature, composition, and language as language. The differences among the courses lie in the nature of the literature and in the expectations of accomplishment. Classes of able pupils will read more difficult material, more material, or do a more probing analysis than classes of less able pupils. In writing, the greatest portion of which is related to the literature, the more able pupils will write longer, more thought-provoking papers. Teachers of all classes, regardless of level or ability group, **teach integrated courses in which the language arts**—reading, writing, listening, and speaking and the appreciation of literature—**are correlated with each other in a functional, purposeful setting.**

English Requirements:

Seventy-five (75) credit hours are required of all students for graduation. These English credits may be acquired as follows:

For Regular Students:

Language Skills 101, 201
Literary Types and Themes 102, 202
Word Study 103
Mythology and Poetry 203
Composition and Rhetoric 301
American Literature 300
English Literature 400, 401
Advanced Composition and Rhetoric 501
Twenty (20) credit hours of electives may be selected as follows:
Five (5) credit hours from American Literature 301, 302, 303, 304.
Five (5) credit hours from English Literature 402, 403.
Dramatics 501; Speech 501.
Ten (10) credit hours from Speech 502, Linguistics 605, World Literature 606, Poetry 607, Development of the Novel 601, Literature of Tragedy 602.

For Honor Students:

Language Skills 141, 241
Literary Types and Themes 142, 242
Mythology and Poetry 143
American Literature 243 - 340
Composition and Rhetoric 341
English Literature 440
Advanced Composition and Rhetoric 541
Twenty-five (25) credit hours may be selected from the following:
Five (5) credit hours from English Literature 440, 441, 442, 443.
Twenty (20) credit hours from same groups available to regular students.

For English Lab series:

Basic Skills 131, 132, 133 or Communications Skills 134, 135, 136

English Lab 231
Literary Types and Themes 232
Speech 233
English Lab 331, 332, 333
Practical English 431
Readings in Literature 432
American Literature 433 or Speech 433
English 531
Early English Literature 532
Modern Novel and Drama 533

ENGLISH LAB 131.

This course is for students whose reading test scores and teachers' observations indicate that they have a reading, spelling and writing problem. The course emphasizes study skills, preparation and taking of tests, word attack, spelling, paragraph analysis, and oral reading.

Prerequisite: Students who are reading below 4.0 grade level as evidenced by reliable testing at the elementary school level are required to take this course.

ENGLISH LAB 132.

The basic principles acquired in English Lab 131 will be continued and strengthened. The continued use by the students of the daily Journal is urged. The course stresses word perception skills, syllabication, reading skills, and written communication.

Prerequisite: See English Lab 131.

ENGLISH LAB 133.

The basic skills of 131 and 132 will be continued in all areas. The course emphasizes reading skills (including interpreting punctuation, increasing vocabulary, comprehension skills) and composition skills. A study of sentence patterns according to meaning and structure is introduced preparatory to writing short paragraphs.

Prerequisite: See 131 and 132.

ENGLISH LAB 134.

This course is to be offered only to students who have been pre-tested and found to read 4.0 to 5.5. It will emphasize the four communication skills: speaking, listening, reading and writing. The course will be designed to help the student compensate for his inability to read and write through an intensified program of oral-aural communication skill building. Skills to be developed include:

Listening: To follow detailed directions and instructions.
Speaking: To correct everyday errors of sub-standard usage through patterned oral drills.
Reading: Development of vocabulary and comprehension of expressed language.
Writing: Sentence sense through usage rather than by grammatical approach; legibility of handwriting, composition of simple sentence patterns, paragraphs, and poems.

Prerequisite: All students reading at 4.0 to 5.5 be placed in this class.

Recommendation: Students who progress beyond 5.5 may be transferred to average class upon recommendation of teacher and department chairman.

ENGLISH LAB 135.

This course is a continuation of 134—listening, speaking, reading and writing. The major objective is to teach individual skills needed by the student.

ENGLISH LAB 136.

See English Lab 134 for description, prerequisite and recommendation.

LANGUAGE SKILLS 101.

This course includes a guidance on "How to Study" Basic sentence patterns will be expanded to types

and kinds of sentences. Capitalization and punctuation will be strengthened through usage. Sentence structure to paragraph development will be built into the writing program.

LANGUAGE SKILLS 141.

See English 101 and Addenda in the Course requirements.

LITERARY TYPES AND THEMES 102 and 142.

Stress will be placed on understanding the themes in fiction and nonfiction. Poetry and drama will be included with writing experiences coming from ideas suggested from selections read. Vocabulary study will include literary terms related to the types of literature studied plus new words used in selections studied.

MYTHOLOGY - POETRY 143.

This course is designed for the accelerated students in the eighth grade. All reading skills will be stressed in the hope that a deeper appreciation for literature will result. This course is designed to create an appreciation for beliefs and legends of peoples of ancient times—to see myths and folk tales as a part of our heritage.

WORD STUDY 103.

This course is composed of a practical and usable study of words showing their relationship to reading and writing. The etymology of words will provide students with a background for reading and for a broader understanding of the importance of using the right words for meaning and beauty in expression of both oral and written communication. Skills in using sentence patterns will be continued through the writing program. A broader experience in reading will be offered by providing an abundance of suitable reading materials

LANGUAGE SKILLS 201.

This course is designed to help students to see the relationship between sentence structure and language—spoken and written. Reading skills and study of vocabulary and spelling will be continued. This course also develops the paragraph through a variety of methods.

LANGUAGE SKILLS 241.

Course includes the study of agreement (verbs, pronouns) levels of modifiers (words, phrases, and clauses) recognition of verbals, and special uses of case forms. Composition stresses the limitation of subject matter, developing the thesis statement, parallel outlining of topic ideas, and the use of transition; capitalization and punctuation will be studied as needed.

LITERARY TYPES AND THEMES 202.

This course is designed to emphasize forms, elements and characteristics of various literary types and offers opportunities to compare the various types. The course also includes opportunities for oral and written composition.

LITERARY TYPES AND THEME 242.

Particular emphasis will be placed on forms, elements and characteristics of the short story, novel, essay and biography and poetry. Advanced students will be expected to master such and will be expected to grasp some of the finer points of writing. Oral and written activities will be included.

MYTHOLOGY AND POETRY 203.

This course familiarizes students with classical allusions needed for later study of literature and for reading in general. The course offers the study of poetry to gain knowledge of rhythm, rhyme, alliteration, verse form, imagery, and emotional intensity and provides opportunity to develop themes and sketches.

ENGLISH LAB 231.

This course is designed for those students who read below 5.5 and have a poor record of achievement in English. Instruction in language, sentence and paragraph development, reading skills, spelling, and library skills is provided.

Prerequisite: Diagnostic testing for placement.

LITERARY TYPES AND THEMES 232.

This course will be designed to help the student gain enjoyment and understanding from his reading. The student will be encouraged to understand the themes of the various types of literature he reads in the course: a novel or novelette, short stories, nonfictional types, appropriate poems, and drama. Written compositions will be geared to the students' abilities. Frequent opportunities will be given to the students for oral participation. Available A-V materials will be used.

Prerequisite: Diagnostic testing—student still not reading above 5.5.

SPEECH (MASS MEDIA) 233.

This course provides training in the development of skills in oral reading and public speaking. Audio-visual materials will be used as much as possible; newspapers and periodicals should be emphasized.

Prerequisite: Diagnostic testing—student still not reading above 5.5.

AMERICA'S LITERARY HERITAGE 300 AND 340 (HONORS).

This course provides a comprehensive study of American Literature covering the period from 1620 to 1865. Included in this course will be the works of Benjamin Franklin, James Fenimore Cooper, Edgar A. Poe, Washington Irving, Nathaniel Hawthorne, and William Cullen Bryant. The course includes an in-depth study of a novel.

CHANGING TRENDS IN AMERICAN LITERATURE 301 AND 341 (HONORS).

This course provides an analytical survey of major writers of American Literature covering the period from 1850 to 1914. The course is designed to examine the techniques and revolutionary influences which molded the literary thoughts of such writers as Walt Whitman, Sidney Lanier, Emily Dickinson, O'Henry, Stephen Crane, Jack London, and Edwin Markham.

MODERN TRENDS IN AMERICAN LITERATURE 302 and 342 (HONORS).

This course provides opportunities for in-depth study of literary types—short story, novel, drama, poetry, and non-fiction—and their relationship to human values.

SOUTHERN LITERATURE 303.

This course is designed to help the student evaluate the literary types of southern literature. A thematic approach involving humor, the early South, war literature, and modern literature will be used.

AMERICA'S LITERARY HERITAGE 330.

This course is a modified version of America's Literary Heritage 300. The course is designed to study literary types through a thematic approach to such themes of life as ideals, principles, and faith. The course shows the continuity of the "American Dream" from 1608 to present.

Pupil placement will be determined through testing for reading level, and by department recommendation.

COMPOSITION AND RHETORIC 301.

This course provides a review and mastery of fundamental language structures and usage. It introduces basic writing skills and related mechanics. It offers intensive examination of the drama as a literary genre. The study of research techniques and the writing of a short library paper are included.

COMPOSITION AND RHETORIC 341.

A course designed to provide mastery of the concepts of language structure and related mechanics. The main emphasis in literature is on drama—understanding the dramatist's techniques, i.e. diction, mood, tone, point of view, etc., and understanding the drama's reflections of the basic concerns and values of mankind. See **Composition and Rhetoric 301** for research paper.

ENGLISH LAB 331.

This course emphasizes the meaning, usage, and structure which are necessary for correct writing and speaking in practical daily experience. The study provides opportunity for motivating and arousing student interest in areas of experience that involve him. It is recommended that the class consist of no more than twenty-five students who are above 5.5 reading level. Pupil placement will be determined through scores from diagnostic tests given at the beginning of the year.

ENGLISH LAB 332.

Fiction and Non-fiction. This course provides a variety of reading for enjoyment and notes the characteristics of literary forms—short stories, essay, poetry, and newspaper and magazine articles. Reading, writing, speaking, and listening will be stressed rather than a critical analysis of the literary work. The class should consist of no more than twenty-five students who are reading above 5.5 level.

ENGLISH LAB 333.

Drama. Drama 333 will include a brief history of the theater so that a student may have a concept of drama as a literary form. Oral interpretation of one act plays should be emphasized. A comparative study of two longer plays should be attempted. The class should adapt a short story into a play. The class should consist of twenty-five students who are reading above 5.5 level.

EARLY ENGLISH AND RENAISSANCE LITERATURE 400 - 440.

The purpose of this course is to acquaint the student with the beginnings of English literature primarily through a study of the epic and the writings of Chaucer. Early Renaissance poetry of Spenser and other writers will be introduced; emphasis will be on Shakespeare: Poet and Playwright. Late Renaissance prose and poetry of Jonson, Donne, the Cavalier poets, and Bacon will be included.

Recommendation: This course should be the first of English Literature courses studied.

AGES OF REASON AND ROMANTICISM 401 - 441.

This course, beginning with Milton and Bunyan of the 17th Century, offers a comparative view of the 18th Century and the age of Romanticism. 18th Century authors studied include Dryden, Pope, Swift, Goldsmith, Addison, and Steele. The Romantics covered include Wordsworth, Coleridge, Byron, Shelley, and Keats.

VICTORIAN WRITERS 402 - 442.

A study of the Victorian Period in which essayists, poets, and novelists were deeply concerned about the state of English culture, religious and scientific conflicts, growth of democracy, and industrial problems. Representative writers include Tennyson, Browning, Arnold, Huxley, Hardy, and Conrad.

MODERN BRITISH LITERATURE 403 - 443.

This course is designed to provide an overall view of English literature from 1900 to the present. Both prose and poetry will be examined as well as developments in the modern dramas. Modern novels will be studied in depth.

PRACTICAL ENGLISH 431.

This course is designed for the non-academic student with a record of poor achievement in English. Students who read on or below the seventh grade level will be eligible for this course. The student's need to be convinced that skill in the use of language will benefit him in school and in the future is paramount in this particular course.

READINGS IN LITERATURE 432.

This course is for students who may have a wide range of potential ability who have achieved little success in the English classroom. A study of various types of literature related to a number of activities and projects serves both to teach recognition of these forms and to encourage the student to see in their reading revelations of life and of people. No established formula will work in any given class, but some activities, with related work in composition, are suggested in the **Course Outline Guide for English.**

ADVANCED COMPOSITION AND RHETORIC 501 - 541.

Mechanics of grammatical construction and usage with emphasis on clear, correct and effective composition; writing of research paper; review of verb tenses, time sequence, verbals, ambiguity, semantics, rephrasing for emphasis; intensive study of models for style and imitation.

INSIGHTS INTO COMMUNICATION 531.

This course is designed to reach the student who is not college bound, the student who has not been successful in the study of academic English, and the student who seeks to sharpen his understanding and awareness of social thought in order to function intelligently within a complicated society.

EARLY ENGLISH LITERATURE 532.

This course is designed for the student who is not college bound, the student who has not been successful in academic English, and the student who is curious about and interested in his literary heritage. Being familiar with the established classics gives confidence and poise to the student. Being able to trace the values of present society from early history gives the student a wiser grasp of the complexities of social change.

MODERN NOVEL AND DRAMA 533.

This course is designed for the student who is not college bound, and who must be equipped to judge intelligent modern writing, television, and movies. Use of skill-building materials can be reduced in favor of class reading together with modern materials of worth.

GENERAL ELECTIVES
ENGLISH CREDIT

DRAMATICS 501.

This course is for the student who is interested in better knowledge and appreciation of dramatic arts but not in personal involvement in productions. The course offers instruction in the basic steps in play production, such as designing sets, types of acting, lighting, and adaptation of dramas to the stage.

SPEECH 5O2.

Speech (mass media) offers training in the basic speech skills of pronunciation, enunciation, vocabulary building, and voice training. Class activities include oral reading, role playing, story telling, and speech making. The purpose of the course is to improve the student's personal speaking habits in informal speech situations and to develop skills in the practices of reading aloud, telling stories, and making specific kinds of speeches.

NON-ENGLISH CREDIT

JOURNALISM I — NEWSPAPER 501, 502, 503.

The purpose of this course is to make students aware of the values of mass media as seen through the study of television, radio, motion pictures, and periodicals. In addition to this evaluative study, the beginning student should be made aware of the techniques of producing student publications. 3 quarters.

JOURNALISM II — NEWSPAPER 601, 602, 603.

The purpose of this course is to enable students to experience the complexity of producing, selling, and distributing student publications. The student in this course should be offered the opportunity to become familiar with all aspects of the student publication.

JOURNALISM I — ANNUAL 504, 505, 506.

The purpose of this course is designed primarily to introduce students to the production and sale of the school yearbook. Attention will be given to journalistic writing techniques, photographic skills, compository techniques, and business management responsibilities. This course also includes an intensive study of the various forms of mass media and their influences on modern society.

JOURNALISM II — ANNUAL 604, 605, 606.

The purpose of this course centers around responsibility for the actual production and sale of the school yearbook. Other possible publications include a spring supplement for the yearbook, a guidebook of procedures for the upcoming staff, and a school handbook.

3 quarters.

PLAY ANALYSIS 507 - 607.

This course in Acting and Play Production are designed for the students interested in involvement in actual production dramas. Plan Analysis is intended to acquaint students with a significant number of important playwrights with emphasis on adapting their works to the stage and their individual techniques.

ACTING 508 - 608.

This course will acquaint the student with the basic rules of the stage that govern an actor, make the student aware of the problems of an actor's trade, and give the student the opportunity to act in an assortment of plays assuming a variety of roles.

PLAY PRODUCTION 509 - 609.

This course will acquaint the student with the technical aspects of producing a play and employ methods and processes of various aspects of play production learned in previous courses in the actual choice and production of a play.

Prerequisites for all 600 level courses are two American Literature courses and two English Literature courses.

ELECTIVES FOR ADVANCED STUDENTS

DEVELOPMENT OF THE NOVEL 601.

Analysis of the novel as a genre—its background, structure and themes. Emphasis on representative works illustrating the evolution and progress of the form from **Tom Jones** through the works of Faulkner.

DRAMA OF TRAGEDY 602.

Background and themes of tragic drama. Understanding of dramatic form and essence of tragedy (both Greek and Elizabethan). Emphasis on **Oedipus, Macbeth, Hamlet, Cyrano,** and **The Emperor Jones.** (or similar suggestions at the teacher's discretion.)

WORLD LITERATURE 606.

This course is designed for the student who is familiar with his native American Literature and with English Literature and its inherited traditions. World Literature will aid in the gradually developing concepts of world understanding.

Selected Materials: grouping from modern European languages; studies from Greek and Roman classic literature; selections from Oriental writers. Types: poetry, short stories, essays, folk tales; excerpts from novels, biographies, and epics; drama.

Prerequisites: 2/3 unit (each) in American and English Literature.

POETRY 607.

Study of poetic devices, terminology, themes and figurative language. Critical analysis of selected poems in class interpretation of elements of poetry as applied to specific poems.

LINGUISTICS 605.

A course designed to make students aware of language as man's tool of communication. It includes five aspects of linguistics: **morphology, phonology, etymology, grammar systems,** and **semantics.**

FOREIGN LANGUAGE

The rationale for this Course Guide has developed over recent years with the reading of current books and periodicals, attendance at conferences and meetings, and discussions of language teaching within our own group, with language teachers of other systems, and with visiting consultants. It is based upon the following premises:

That it is desirable for a great number of students to have the benefits of language study to the extent of their individual talents and interests

That the primary aim of such study in the modern languages is the ability to communicate satisfactorily with native speakers in the language with courteous awareness of differing cultural points of view

That an early beginning facilitates excellent pronunciation and intonation; an extended sequence, adequate control of the fundamental skills of understanding, speaking, reading, and writing

That Latin has its place in a humanistic education and should broaden horizons, especially for those of some academic talent

That the primary aim of Latin study is the ability to read easily in the language and, through acquaintance with the linguistic structures, to acquire a broader concept of linguistic growth and development, and thus to see new dimensions in one's own language.

Toward these purposes, the Fulton County Schools make the following provisions in the foreign langauge program:

A FLES program in either French or Spanish as may be practical for a given school, planned progressively from the beginning in grades four and three respectively through the seventh grade, for all pupils of the school

Careful articulation of the FLES program with the high school eighth grade program for those whose achievement and interest make it feasible to continue.

Provision for an extended sequence, either continued from FLES or begun at ninth or tenth grade level (minimal recommended sequence three years in a modern language, two in Latin).

Provision for additional electives above the minimal sequence in the three languages presently offered, with these courses in the modern languages taught in the target language.

Provision for continuing in one language while adding a second language if desired.

Note: For those students on the Academic Program who choose a science-language combination for graduation are required to have thirty (30) credit hours in a language. Eighth grade FLES credit may be included in the thirty (30) credit hour requirement here.

The sequential nature of the language program should be noted. That is: French and Spanish programs are sequential for nine (9) quarter courses. The Latin program is sequential for six (6) quarter courses.

SEQUENTIAL

SPANISH 101 - 102. (Alternate Sequence 104 - 105 and 107 - 108)
Places primary emphasis on the establishment of the sound system and facility in using patterns and vocabulary.

SPANISH 103 - 201. (Alternate Sequence 106 - 204 and 108 - 207)

Makes the transition to the written language, with increasing attention to skills in reading and in accuracy in writing what has been taught.

SPANISH 202 - 203. (Alternate Sequence 205 - 206 and 208 - 209)

Continue to stress oral fluency, but also places increasing emphasis upon reading for understanding in the language and on controlled composition. There should be distinct growth in vocabulary and sentence patterns for functional use.

SPANISH 301.

Begins the transition from controlled reading and composition to gradual independence.

SPANISH 302.

Continues the growth toward independence in reading and writing. This is the place for growing awareness of the total language pattern through consistent teacher-use of the appropriate terminology in the language.

SPANISH 303.

Offers opportunity for individual reading, and unstructured oral and written reports. While grammatical terminology and analysis are not essential for a successful grade, it will be helpful, especially for college-bound seniors, to have opportunities to see the total language pattern and to understand the structure, which by this time the entire class should use easily in speech and writing.

NOTE: Alternates are provided for various texts in use in different schools.

NON-SEQUENTIAL (ELECTIVES)**

SPANISH 401.

Hispanic Character and Attitudes

SPANISH 402.

Hispanic History and Legend

SPANISH 403.

Some Aspects of the Cultural Scenes

SPANISH 404.

News Media

SPANISH 405.

Social Behavior and Education

SPANISH 406.

A Glimpse at Spanish Art and Literature

** Continuing progress in oral and written compositions with discussion centered about subject matter of the reading material; growth in acquaintance with cultural background.

SPANISH 501.

A Visit to Spain

FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL:

Students who have taken Spanish in elementary school and have been recommended, will take the following courses in high school:

SPANISH 192. See Spanish 102 for description

SPANISH 193. See Spanish 103 for description

SPANISH 291. See Spanish 201 for description

SPANISH 292. See Spanish 202 for description

SPANISH 293. See Spanish 203 for description

SEQUENTIAL

FRENCH 101. (Alternate Sequence 104)

Places primary emphasis on the establishment of the sound system and facility in using the patterns and vocabulary taught.

FRENCH 102. (Alternate Sequence 105 or French 192 for FLES group)
See description of French 101.

FRENCH 103. (Alternate Sequence 106 or French 193 for FLES group)

Makes the transition to the written language, with increasing attention to skills in reading and in accuracy in writing what has been taught.

FRENCH 201. (Alternate Sequence 204 or French 291 for FLES group)

See description of French 103.

FRENCH 202. (Alternate Sequence 205 or French 292 for FLES group)

Continues to stress oral fluency, but also places increasing emphasis on reading for understanding in the language and on controlled composition. There should be distinct growth in vocabulary and sentence patterns for functional use.

FRENCH 203. (Alternate Sequence 206 or French 293 for FLES group)

See description for French 202.

FRENCH 301. (Alternate Sequence French 301-Transition or French 391 for FLES group, if kept separate; otherwise, 301.)

Begins the transition from controlled reading and composition to gradual independence.

FRENCH 302. (Alternate Sequence French 302-Transition or French 392 for FLES group, if kept separate; otherwise, 302.)

Continues the growth toward independence in reading and writing. This is the place for growing awareness of the total language pattern through consistent teacher-use of appropriate terminology in the language.

FRENCH 303. (Alternate Sequence French 303-Transition or French 393 for FLES group, if kept separate; otherwise, 303.)

Offers opportunity for individual reading, and unstructured oral and written reports. While grammatical terminology and analysis are not essential for a successful grade, it will be helpful, especially for college-bound seniors, to have opportunities to see the total language pattern and to understand the structure, which by this time the entire class should use easily, in speech and writing.

NOTE: Alternates are provided, based on different texts in use in various schools.

NON-SEQUENTIAL (ELECTIVES)**

FRENCH 401.

The French People: Sentiments and Spirit

FRENCH 402.

Life in France Today

FRENCH 403.

The Artistic View of Life

FRENCH 404.

Teenagers and Teen-age Life

FRENCH 405.

Introduction to Reading Literary Selections

FRENCH 406.

A French Drama

FRENCH 501.

A Visit to Paris

** Continuing progress in oral and written composition with discussion centered about subject matter of the reading material; growth in acquaintance with cultural background.

SEQUENTIAL

LATIN 101 (Alternate Latin 105)

To develop competence in Latin pronunciation and sounds; to develop the ability to read with comprehension simple sentences using structures and vocabulary presented.

LATIN 102. (Alternate Latin 106)

To develop the following: 1) a growing skill in oral reading; 2) ability to read with comprehension simple sentences using structures and vocabulary presented; 3) growing ability to understand simple Latin sentences without recourse to English; 4) ability to reflect understanding through replies to questions or summary statements.

LATIN 103 (Alternate Latin 107)

Mastery of oral reading with adequate comprehension of Latin and mastery of Latin forms and vocabulary presented.

LATIN 201 (Alternate 205)

To review basic syntax, complete advanced syntax, and to develop increased ability to read with comprehension.

LATIN 202 (Alternate 206)

Mastery of syntax, emphasis on facility in reading Latin with understanding, and acquaintance with Roman History through reading selections from Livy.

LATIN 203 (Alternate 207)

Ability to read selections offered with understanding and to convey meaning in English; to develop an understanding of the overall schematic structure in Latin grammar.

NOTE: Alternates are based on Waldo Sweet, **Programmed Latin.**

NON-SEQUENTIAL (ELECTIVES)

LATIN 401.

The Catalinian Conspiracy: Cicero and Sallust

LATIN 402.

Cicero: Oration for Archias and Other Readings

LATIN 403.

Latin Prose Readings: Selections from Cicero, Pliny, and Gellius.

LATIN 405.

The Aeneid: Juno's Wrath

LATIN 406.

The Aeneid: Aeneas and Dido

LATIN 407.

The Aeneid: Aeneas in the Underworld

LATIN 408.

The Aeneid: Aeneas in Italy

HEALTH AND PHYSICAL EDUCATION

The strength of our Nation lies within the strength of the individuals who compose it. Therefore, physical education has the obligation and opportunity to serve as the medium for a well integrated individual; intellectual, emotional, developmental and social; using movement as the experience.

GENERAL OBJECTIVES

1. To develop acceptable social and cultural standards, appreciations, and attitudes in the proper environment under qualified leadership.
2. To promote the understandings and skills necessary to the worthy use of leisure with emphasis on activities having lifetime values.

A. **REQUIREMENT**

1. Health Education. Two quarters required.
   a. Health Education 111 or 121—one quarter at 8th grade
   b. Health Education 211 or 221—one quarter at 10th grade
2. Physical Education. Ten quarters required as follows:
   a. Physical Education 110 or 120—one quarter at 8th grade
   b. Physical Education 119 or 129—one quarter at 8th grade
   c. Three quarters in team sports
   d. Three quarters in individual sports (Note: For simplification, any activity not a "team" sport is classified as "individual")
   e. Two quarters elected from either category

B. **ELECTIVES**

Beyond the required quarters, there are many opportunities for students to take courses of special interest.

PHYSICAL EDUCATION

BOYS' COURSES

HEALTH EDUCATION 111.

Units of study in understanding the body, personal grooming, posture, first aid, sex education, venereal disease education, personality development, common health problems (tobacco, drug abuse). Required at 8th grade.

HEALTH EDUCATION 211.

Units of study in dynamic living, mental and emotional health, modern medical discoveries, common health problems (alcohol, drug abuse, health fads), medical self-help, congenital diseases, degenerative diseases. Required at 10th grade.

PHYSICAL EDUCATION 110.

Introduction to physical education and a cardio-vascular and skeletal fitness program. Required at 8th grade.

PHYSICAL EDUCATION 111.

Beginning soccer and volleyball. No prerequisite.

PHYSICAL EDUCATION 112.

No prerequisite. Beginning basketball and flag football.

PHYSICAL EDUCATION 113.

No prerequisite. Angle ball, crab-ball, 4-square ball and softball.

PHYSICAL EDUCATION 114.

Beginning track and field and tennis.

PHYSICAL EDUCATION 115.
Prerequisite: Physical Ed.

PHYSICAL EDUCATION 116.

PHYSICAL EDUCATION 117.
No prerequisite. Beginning archery and weight training.

PHYSICAL EDUCATION 131.
Adapted program. Recommendation of department.

PHYSICAL EDUCATION 211.
Intermediate soccer and volleyball. Prerequisite 111.

PHYSICAL EDUCATION 212.
Intermediate basketball and gator ball. Prerequisite 112.

PHYSICAL EDUCATION 214.
Intermediate tennis and track and field. Prerequisite 114.

PHYSICAL EDUCATION 215.
Intermediate gymnastics.

PHYSICAL EDUCATION 216.
Intermediate wrestling and stunts and tumbling.

PHYSICAL EDUCATION 218.
Intermediate swimming. Prerequisite 118 or successfully passing beginners' swimming test. Offered 4th quarter.

PHYSICAL EDUCATION 231.
Adapted program. Recommendation of departmennt.

PHYSICAL EDUCATION 315.
Advanced gymnastics. Prerequisite 115, 215.

PHYSICAL EDUCATION 318.
Advanced swimming, life saving. Prerequisite 118, 218, or successfully passing intermediate swimming test. Offered 4th quarter.

PHYSICAL EDUCATION 331.
Adapted program. Recommendation of department.

PHYSICAL EDUCATION 411.
First quarter as student assistant. Prerequisite 302 and recommendation of department.

PHYSICAL EDUCATION 412.
Second quarter as student assistant. Prerequisite 302 and recommendation of department.

PHYSICAL EDUCATION 413.
Third quarter as student assistant. Prerequisite 302 and recommendation of department.

PHYSICAL EDUCATION—COEDUCATIONAL COURSES:

PHYSICAL EDUCATION 101.
Beginning badminton, bowling, golf and recreational games. Prerequisite 5 quarters physical education.

PHYSICAL EDUCATION 201.

Intermediate badminton, bowling and golf. Prerequisite 101 and five quarters of physical education. 4th quarter.

PHYSICAL EDUCATION 202.

Intermediate archery, angling, camping and outdoor education. Prerequisite 117 or 127 and five quarters of physical education.

PHYSICAL EDUCATION 301.

Advanced tennis and volleyball. Prerequisite 111, 114, 211, 214 OR 121, 124, 221, and 224.

PHYSICAL EDUCATION 302.

Student leadership preparation. Prerequisite 9 quarters of physical education and department approval.

PHYSICAL EDUCATION 303.

Boating skills and safety, water skiing. Prerequisite swimming skill. 4th quarter.

GIRLS COURSES.

HEALTH EDUCATION 121.

Units of study in and understanding the body, personal grooming, posture, first aid, sex education, venereal disease education, personality development, common health problems (tobacco, drug abuse). Required at 8th grade.

HEALTH EDUCATION 221.

Units of study in dynamic living, mental and emotional health, modern medical discoveries, common health problems (alcohol, drug abuse, health fads), medical self-help, congenital diseases, degenerative diseases. Required at 10th grade.

PHYSICAL EDUCATION 120.

Introduction to physical education and a cardio-vascular and skeletal fitness program. Required at 8th grade.

PHYSICAL EDUCATION 121.

Beginning soccer and volleyball. No prerequisite.

PHYSICAL EDUCATION 123.

Flag football, softball and speedball. No prerequisite.

PHYSICAL EDUCATION 124.

Beginning track and field and tennis. No prerequisite.

PHYSICAL EDUCATION 125.

Beginning gymnastics. Prerequisite 126.

PHYSICAL EDUCATION 126.

Beginning modern dance and stunts and tumbling.

PHYSICAL EDUCATION 127.

Beginning archery, rhythms and self-defense. No prerequisite.

PHYSICAL EDUCATION 128.

Beginning swimming. 4th quarter.

PHYSICAL EDUCATION 129.

Introduction to individual and the team sports. Required at 8th grade.

PHYSICAL EDUCATION 221.

Intermediate soccer and volleyball. Prerequisite 121.

PHYSICAL EDUCATION 222.

Intermediate basketball and field hockey. Prerequisite 122.

PHYSICAL EDUCATION 224.

Intermediate tennis, track and field, and weight training. Prerequisite 124.

PHYSICAL EDUCATION 225.

Intermediate gymnastics. Prerequisite 125.

PHYSICAL EDUCATION 226.

Intermediate modern dance and stunts and tumbling.

PHYSICAL EDUCATION 228.

Intermediate swimming. Prerequisite 128 or successfully passing beginners swimming test. 4th quarter.

PHYSICAL EDUCATION 231.

Adapted program. Recommendation of department.

PHYSICAL EDUCATION 325.

Advanced gymnastics. Prerequisites 125 and 225.

PHYSICAL EDUCATION 328.

Advanced swimming, life saving. Prerequisite 128, 228, or successfully passing intermediate swimming test. 4th quarter.

PHYSICAL EDUCATION 331.

Adapted program. Recommendation of department.

PHYSICAL EDUCATION 421.

First quarter as student assistant. Prerequisite 302 and recommendation of department.

PHYSICAL EDUCATION 422.

Second quarter as student assistant. Prerequisite 302 and recommendation of department.

PHYSICAL EDUCATION 423.

Third quarter as student assistant. Prerequisite 302 and recommendation of department.

HOME ECONOMICS

RATIONALE

"Home Economics is the field of knowledge and service primarily concerned with strengthening family life through:

—educating the individual for family living
—improving the services and goods used by families
—conducting research to discover the changing needs of individuals and families and the means of satisfying these needs
—furthering community, national, and world conditions favorable to family living"

The first purpose is the major responsibility of the secondary Home Economics program.

The Teachers in Fulton County believe that Home Economics Education's unique contributions center around:

1. Managing Personal and Family Resources
2. Directing Growth and Physical Care of Children.
3. Developing Satisfactory Interpersonal Relationships
4. Providing for the Physical Needs of Family Members

Note: Requirement of all students:

Family Development: Five (5) credit hours from 301, 401, 501 at 10th, 11th, or 12th grade. All girls on the general course program are required to have fifteen (15) credit hours of Home Economics.

Home Economics.

a. Home Ec. 301, 302, 303, 304, are non-sequential.
b. Home Ec. 203 prerequisite for Home Ec. 303.
c. Home Ec. 204 prerequisite for Home Ec. 404.
d. For Home Ec. 901 at least one Development course a prerequisite.
e. For Home Ec. 902 at least one Housing course as a prerequisite.
f. For Home Ec. 903 at least one Nutrition course a prerequisite.
g. For Home Ec. 904 at least one Textile a prerequisite.
h. A 10th grade student may take Home Ec. 100 courses upon recommendation of department chairman.

HOME ECONOMICS EDUCATION

PERSONAL, HOME AND FAMILY DEVELOPMENT.

TEENAGE DEVELOPMENT 101.

Designed to help the individual to gain a sense of identity, to analyze personal goals, values and attitudes, to accept responsibility, to recognize and solve problems, and to investigate and analyze future occupational role.

FAMILY DEVELOPMENT 201.

Designed to help the teenager understand the patterns of family life in all cultures as these relate to the roles of family members and the relationship of family structures, traditions, and beliefs to values and goals.

CHILD DEVELOPMENT AND CARE 301.

A study of the child from prenatal to adolescence, the contributions of the family and the community to the development of the child.

PREPARATION FOR ADULT ROLES 401.

Designed to prepare the teenager for the various roles an adult may assume: marriage, parenthood, citizenship, social life and employment.

CONTEMPORARY FAMILY LIVING 501.

A study of the various phases of family life, resources available to meet family goals, areas of adjustment and family crises.

INDEPENDENT STUDY 901.

An opportunity to work independently to further develop previously acquired skills and knowledge in personal, child and/or family development.

Prerequisite: Any one course in this area.

HOUSING AND MANAGEMENT.

MANAGEMENT FOR TEENAGERS 102.

Designed to develop skills for decision making in order to have more money, energy, time for desired activities, special interest, occupational activities.

DECORATING AND DESIGNING INTERIORS 202.

A study of creative combinations of furniture and accessories, arrangement of furniture, selection of fabrics for the home, improvising furnishings, providing adequate storage and simple household repairs.

BASIC HOME FURNISHINGS 302.

A study of the selection and care of furniture, major equipment and appliances, accessories, tableware, arrangement of space.

FINANCIAL EDUCATION FOR FAMILIES 402.

A study in management of family income with emphasis on sources, budgeting, credit, investments, and laws relating to family finances.

HOUSING 502.

The study of choices of housing and its influence on people; the relationship of furnishing, equipment, maintenance, and improvements to family housing needs.

INDEPENDENT STUDY 902.

An opportunity to work independently to further develop understandings, attitudes, and skills previously acquired in the field of housing, home furnishings, management and finance.

Prerequisite: Any one course in this area.

NUTRITION AND FOOD.

FOOD FOR TEENAGERS 103.

Basic principles of nutrition with emphasis on the individual and his food habits; understanding of relationship of diet to health and appearance; use and care of equipment in the preparation of quick meals and snacks.

FOOD SELECTION, PREPARATION AND SERVICE 203.

Fundamental principles and skills of selecting, buying, preparing and serving each of the major food groups.

MEAL MANAGEMENT 303.

Preparing various types of family meals involving several cost levels, time limits, types of equipment and table accessories; knowledge of factors influencing consumer practices; arrangement and use of space.

Prerequisite: Nutrition 203.

THE SCIENCE OF FOOD 403.

A study designed to utilize scientific principles of food preparation.

INDEPENDENT STUDY 903.

Applying knowledge and skills of nutrition and food in planning and carrying out individual projects.

Prerequisite: Any one course in this area.

TEXTILE AND CLOTHING.

CLOTHING FOR TEENAGERS 104.

A study of clothing of choices, clothing selection, clothing care, as related to personal appearance, individual values and available resources.

FUNDAMENTALS OF CLOTHING CONSTRUCTION 204.

Development of skill in use and care of sewing and pressing equipment, selection of commercial patterns, fabrics and notions; construction of simple garments.

CONSUMER TEXTILES AND CLOTHING 304.

A consumer approach to the study of purchasing practices and clothing trends as affected by economic conditions, marketing control, and aesthetic characteristics; and extensive study of the science of textiles.

TAILORING TECHNIQUES 404.

A study designed to increase skills as related to tailoring: altering and fitting patterns, preparation of fabrics, specialized construction and pressing techniques.

Prerequisite: Textiles and Clothing 204.

CREATIVE DESIGN IN TEXTILES AND CLOTHING 504.

A study designed for planning and carrying out of creative projects in personalizing garments and in designing textiles and clothing.

INDEPENDENT STUDY 904.

An opportunity to work independently to practice and further develop understandings and skills acquired in previous Textiles and Clothing courses.

INDUSTRIAL ARTS

Definition

Industrial Arts is that part of the total educational process which deals with the study of materials, tools, processes, methods, opportunities and working conditions of the technical or industrial society in which we live and work.

Aim

The Industrial Arts Program seeks to develop desirable habits, interests, and character traits through cooperative work. It also seeks to stimulate an appreciation for good workmanship, design and the values of industry.

Objectives

The objectives are to develop in each student

1. Desirable work habits
2. The appreciation of logical thinking
3. Good workmanship
4. An interest in Industry
5. A knowledge of good design
6. A knowledge of tools and materials and the fundamental processes of Industry
7. Consumer knowledge
8. A basis for leisure-time activities
9. An appreciation of fiscal values
10. Aesthetic values
11. Orderly performance

Drafting 200, Wood 200, Metal 200, Electricity 200, Graphic Arts 200, Ceramics 200 are each prerequisite to subsequent courses in these respective areas. All other courses in an area are non-sequential.

DRAFTING 200.

This course is prerequisite to all drafting courses. The purpose is to show the scope of work done in drafting and to give the student an opportunity to use basic equipment in making a drawing. Correct use of lines and instruments is stressed.

DRAFTING 201.

Additional operations required to make a three-view working drawing are presented. This includes a study of dimensioning. Basic methods of pictorial drawing are considered.

DRAFTING 202.

Sections, developments, rendering and job opportunities in the field of drafting are considered.

DRAFTING 301.

This course is designed to acquaint the student with engineering drawing: Charts, graphs, applied geometry and auxiliary views are covered.

DRAFTING 302.

A detailed study of production drawing methods and manufacturing processes is made.

DRAFTING 303.

A major portion of this course will be used to familiarize the student with industrial machine operations. Special consideration is given to gears, cams, splines, pulleys, bearings and friction drives.

DRAFTING 401.

This is the first course in architectural drafting. A study of architectural history, home site considerations, physical facilities and local ordinances is made. Skills are developed in the use of architectural lettering and symbols and abbreviations.

DRAFTING 402.

Building practice is considered. Foundations, types of construction, brick masonry, framing practices, roof construction, windows, and doors are discussed. Floor plan development procedure is considered.

DRAFTING 403.

Pictorial representation, specifications, financing construction and related study of the building industry is made.

DRAFTING 901.

Provision is made for individual research, design development and modeling for the advanced drafting student. Courses are offered only with the approval of the instructor. Independent study methods will be used.

DRAFTING 902.

Continuation of Drafting 901.

DRAFTING 903.

Continuation of Drafting 901 and Drafting 902.

TOPOGRAPHIC OR MAP DRAFTING 601.

This is a special field of drafting which gives the student experience in all phases of Topography, landscaping and terrain mapping. It deals with such things as city and state planning, communications, transportation and developments.

WOOD.

WOOD 200.

A prerequisite for all other wood courses. Wood 201 is an exploration course designed to show the beginning student the scope of the work presented in the wood shop program. It is designed to acquaint the student with the hand processes.

WOOD 201.

The student continues work started in Wood 201 with the additional benefit of power equipment. Basic operations are shown and the student has an opportunity to design and build projects which use them. This is a prerequisite to all Wood 300 series courses.

WOOD 202.

A study of furniture making is made. Advanced joints are considered as well as more advanced wood finishing methods.

WOOD 301.

An advanced course designed to allow the student to develop skill in desired areas of woodworking. Project selection is worked out on an individual basis. Advanced operations are presented as needed.

WOOD 302.

Continuation of Wood 301.

WOOD 303.

Continuation of Wood 302.

WOOD 901 - 902 - 903.

METAL TECHNOLOGY 200.

A prerequisite for all metal courses. Designed as an exploration course to show the type work done in various metal courses. Shop work is conducted in the areas of bench metal and wrought metal.

METAL TECHNOLOGY 201.

A course designed to acquaint the student with the areas of sheet metal and art metal. Tools and equipment required to perform operations in these areas will be used in the instructional program.

METAL TECHNOLOGY 202.

A study is made of welding, forging, heat treating and foundry work. The student has an opportunity to experiment in various areas.

METAL TECHNOLOGY 301.

A study of welding is made. Various methods of welding and cutting metals are discussed.

METAL TECHNOLOGY 302.

Machine shop operations are considered. Machine tools are used to construct projects which require the student to perform many basic operations.

METAL TECHNOLOGY 303.

A continuation of Metal 301. Machine tools are used to develop additional skills.

POWER TECHNOLOGY 100.

This unit is designed to provide the student with the basic knowledge of the types and uses of Power Technology which are available to him now or will be available to him in the not too distant future. How power is developed from the transfer or the conversion of energy through the various mediums. The relationship of power to our everyday living.

GRAPHIC ARTS TECHNOLOGY 200.

This course is designed to furnish the basic knowledge and understanding of the Graphic Arts Industries. It is intended to furnish some information concerning tools, materials, processes, working conditions and opportunities associated with the graphic arts industries.

GRAPHIC ARTS 201.

This course includes methods of composing type, basic materials used in printing, research in the

printing industry and photography from a basic point of view.

GRAPHIC ARTS 202.

A study of the basic types of cameras, principles of photography, developing of film, equipment care and use, enlarging, photography as a hobby and photographic services.

HOME MAINTENANCE 100

This course is designed to give knowledge and practice in the making of needed home repairs as associated with any of the fields or areas of Industrial Arts. To acquire a degree of skill in the use of the common tools and their care. This course will associate primarily with the areas of metal, wood and electricity.

HOME MAINTENANCE 201.

To learn certain fundamental concepts about plumbing and heating units of the home and to acquire skills in the maintenance and repair of such units.

HOME MAINTENANCE 202.

This course is designed to give the student some basic knowledge in finishing materials as applied to the interior and the exterior of a house. A basic knowledge of the maintenance and care of appliances, electrical circuits, basic automobile body repair and auto electric circuits as well as minor motor adjustments.

CERAMICS 200.

A prerequisite to all ceramics courses. This course is designed to give the student knowledge application and the opportunity for investigation into the history of ceramics, products, manufacture job opportunties, etc. which have to do with the ceramics industries. The student experience includes practical application of the development of ceramic products, glazing, curing and study of the practical uses of the products as well as time and study in their production.

BRICK MASONRY 201.

This course is designed to give the student an insight into the manufacture of concrete products, as well as clay products, and to furnish the opportunity for practical demonstrations in the use of these materials in the construction industry.

TRANSPORTATION 901.

A history of transportation, a knowledge of the basic means of modern transportation. The transportation of energy as compared with bulk transportation.

INDUSTRY 901.

From idea to finished product. Production planning, mass production, automation, quality control, marketing, profit and loss, influence of government.

ELECTRICITY 200.

Prerequisite for all electricity courses. General survey of the fields of electricity and electronics. Includes the history of electricity—electronics, project planning, materials, tools, and processes. A study is made regarding electron flow and the factors which influence it.

ELECTRICITY 201.

Includes a unit on how electrons work, sources of electrical energy, tests, measurements and equipment. A study made of electric motors, generators and transformers.

ELECTRICITY 202.

Methods and communication such as the telegraph, telephone, radio transmitters, radio receivers, radar and television are discussed. Related study includes a unit on what a person should know to be an intelligent consumer of the products of the electricity-electronics industries.

ELECTRICITY 301.

A review of earlier electricity courses is followed by a detailed study of magnets, resistance and capacitance.

ELECTRICITY 302.

This study includes inductance, alternating and direct current, electrical measuring instruments, the oscillator, electron tubes, power supplies, amplifiers and transmitters.

ELECTRICITY 303.

Antenna systems, radio propagation, receiving principles, the superheterodyne, television and semi-conductors are considered.

LIBRARY EDUCATION

Library education courses survey the fundamental techniques in locating and using multi-media. These courses are designed to help the student become more adept in the use of library materials, to enable the student to give optimum service to the school population, and to encourage the development of initiative and leadership qualities.

Each student shall serve one period each day in the library or a comparable period of time before or after school. He will be expected to complete independent study units and laboratory activities relative to the particular course scheduled. Since this elective course is a combination of service to the school and learning experience for the library education student it is essential that special regulations be applied to the selection and scheduling of students into the course.

Six (6) courses in library education are possible assuming three (3) such courses are (8th) grade courses. If no 8th grade courses are taken, only three courses of library education are possible from grades 9 - 12.

LIBRARY EDUCATION 100.

An introduction to the use and location of multi-media. Orientation in classification and arrangement of the library collection will be emphasized. Laboratory activities to develop skills to serve the school population in the library will also be stressed. Special independent study units to challenge the library education student's initiative and curiosity in the use of basic reference tools will be developed.

LIBRARY EDUCATION 101.

Opportunities to deepen the student's understanding of library services to the school population and to improve his personal skills of assisting librarians, teachers and students through continued, appropriate laboratory activities. Planned programs to improve insights into availability and use of selected encyclopedias will be assigned. Continued selection of independent study units to challenge individual research will be encouraged.

Prerequisite: Library Education 100.

LIBRARY EDUCATION 102.

Extension of Library Education 100 and 101. The use, similarities, and differences and unabridged dictionaries will be emphasized. Laboratory activities to improve service skills will be stressed. Continued selection of independent study units will be encouraged.

Prerequisite: Library Education 100.

LIBRARY EDUCATION 200.

Above 8th grade level.

In-depth instruction in the location and the use of multi-media. Increased skills in using card catalog and special reference tools will be emphasized. Laboratory activities appropriate to services performed will be developed through special study and practice. Course purposes to improve student's acquaintance and skills in using library resources and to direct his personal growth through service to the school population.

LIBRARY EDUCATION 301.

A course designed to extend the library student's competence and experiences in locating and using multi-media. A study of biographical dictionaries that emphasize authors and illustrators will be stressed, but a survey of specialized biographical media will also be considered. Attention will be given to the continued practice of appropriate laboratory activities to enable the student to become more adept in developing skills in serving the school population. Diagnostic testing over Library Education 200 will be administered to determine problems and activities requiring independent review.

Prerequisite: Library Education 200.

LIBRARY EDUCATION 401.

General survey of advanced reference books and research techniques. Independent study units will emphasize a variety of sources such as: quotation books, poetry indexes, literary handbooks, specialized dictionaries, e. g., Bible, economics, politics. The development of additional library service skills will be continued through such laboratory activities as assisting in teaching local library procedures to new library education students, filing cards in the card catalog, and compiling bibliographies for teachers. Diagnositc testing of Library Education 200 will be administered and evaluated to determine independent study areas needed for special review.

Prerequisite: Library Education 200.

MUSIC EDUCATION

Music is a subject area and field of knowledge unique and complete within itself. The satisfactory composition and performance of music, based upon knowledge gained through careful preparation, constitutes one of the great arts of our civilization. Knowledgeable listening to music, with its accompanying achievement of understandings and literacy constitutes some of the great aesthetic experiences, pastimes, intellectual pursuits, emotional outlets, and enjoyments of our society. Music is everywhere.

The study of music leads toward a complete education; it can build the aesthetic and spiritual values so important in the overall development of personality and character. It contributes toward the physical, intellectual, social, and emotional growth of the student. It enriches and supports other learnings.

The music curriculum of the Fulton County Schools has been built for the needs, both immediate and long range, of the various member communities. It is far-reaching, with scope enough to meet the differences within and between these communities. With the exception of the two quarters of basic musicianship, which must be taken in sequence, all courses are capsuled into single quarter units, which need not be taken in any special order. There are courses for those who would learn music through the knowledge of the techniques of performance. There are many performing groups of varying types and ability levels. Classes are maintained for those who would produce music through its writing or arranging. There are also studies for those who would perform music in a more social setting, such as through knowledge of recorder, or the production of Broadway-type musicals or operettas. And, equally important, there are courses for those who would consume music. These range from general to specific, and are designed to shape and widen the future audiences of our communities. As this curriculum grows and develops, it is our desire that it will contribute substantially to performance, production, and the consuming of future music in the communities of Fulton County Schools.

MUSIC

BAND.

WOODWIND TECHNICS 101 and 201.

The study of the woodwind instruments taught in classes of mixed woodwind instrumentation. The level of each quarter's work should roughly equal that found in half of a book of any of the standard three-book methods currently in use. These classes are concerned with the knowledge and skills necessary for the performance of the instrument which the student is studying. Supplementary materials will be correlated with the methodology.

WOODWIND TECHNICS 102 and 202.

Prerequisite: Woodwind Technics 101 and 201. See description above.

WOODWIND TECHNICS 103 and 203.

Prerequisite: Woodwind Technics 102 or 202. See description above.

BRASS TECHNICS 101 and 201, 102 and 202, 103 and 203.

The same as above (Woodwind Technics), only for instruments of the brass family.

PERCUSSION TECHNICS 101 and 201, 102 and 202, 103 and 203.

The same as above (Woodwind Technics), only for the instruments of the percussion family. In this series of classes, as they advance, students will be introduced to and study as many of the various percussion instruments as time, class level, and class size will permit.

STRING TECHNICS 101 and 201, 102 and 202, 103 and 203.

The same as above (Woodwind Technics), only for instruments of the string family.

MIXED BAND INSTRUMENTS TECHNICS 101 and 201, 102 and 202, 103 and 203.

The same as above.

RECORDER TECHNICS 101, 102 and 103.

The study of the performance technics of the recorder, taught in the class setting in the same manner as the courses outlined above. Special emphasis will be placed here on the knowledge of recorder literature and period style.

BAND 201, 202, 203 and 204.

Maximum 15 quarters per student career. Study of the literature and rehearsal and performance technics of the band ensemble. A performance organization for the student who might wish to elect membership in such a group, but has not yet reached the achievement level necessary for membership in the school's advanced instrumental performing organization.

ADVANCED BAND 401, 402, 403, and 404.

Maximum 15 quarters per student career. Study of the literature and rehearsal and performance technics of the band ensemble on the highest level achievable within the given school. A performance organization to be elected by students of high achievement and talent, with the understanding that there will be out-of-school performances required of all members during the school year.

ORCHESTRA 201, 202, 203, and 204.

Same as above (BAND), only for orchestral instrumentation. Depending upon the needs of the individual school, this may be taught in a class of strings only, or of full orchestra instrumentation.

ADVANCED ORCHESTRA 401, 402, 403, and 404.

Same as for Advanced Band, only for orchestral instrumentation. Depending upon the needs of the individual school, this may be taught in a class for the strings only, or of full orchestra instrumentation.

STAGE BAND 301.

Maximum 2 quarters per student career. Study of the literature, and rehearsal and performance technics of past and current popular-jazz music as it relates to the stage band, with special em-

phasis on performance style and improvisation. A performance organization for more talented and advanced students, which requires out-of-school performances of all members.

INSTRUMENTAL ENSEMBLE 401.

Maximum 3 quarters per student-career. Study of the literature, and rehearsal and performance technics of chamber music from the various eras of musical composition. Open to students of select instrumentation, including piano, brass, woodwind, string, and percussion. Class size in this course should be limited to a maximum of approximately thirty students. During a given quarter each student will perform in several different ensembles and will be expected to attend out-of-school performances both of their own making and of professional ensembles.

CHORAL.

BASIC VOCAL TECHNIQUES 101 and 102.

Placement by teacher. 9-12 grades. An introduction to tone production, breath support, proper vowel and consonant enunciation and general fundamentals of voice building. Gradual development of voice and related musical vocabulary (staff, notation, etc.,) through appropriate repertoire.

GIRL'S CHORUS 321, 322, 323, and 324.

9-12 grades

Development of musicianship through singing of unison, two, three and four-part choral literature. Accompanied and easy unaccompanied literature will be studied and prepared for limited performances.

Prerequisite: Basic Choral Techniques or Permission of the teacher.

BOYS' CHORUS 211, 212, 213, and 214.

9-12 grades.

Development of musicianship through singing of unison, two, three and four-part choral literature. Accompanied and easy unaccompanied literature will be studied and prepared for limited performances.

Prerequisite: Basic Choral Techniques or Permission of the teacher.

MIXED CHORUS 301, 302, 303 and 304.

9-12 grades.

Development of musicianship through singing of unison, two, three and four-part choral literature. Accompanied and easy unaccompanied literature will be studied and prepared for limited performances.

Prerequisite: Basic Choral Techniques or Permission of the teacher.

ADVANCED GIRLS' CHORUS 421, 422, 423, and 424.

9-12 grades.

Emphasis will be placed upon learning and performing various choral styles, ranging from medium to difficult literature. Three, four and multi-part accompanied and unaccompanied literature will be sung.

Prerequisite: Permission of the teacher.

ADVANCED MIXED CHORUS 401, 402, 403 and 404.

9-12 grades.

Emphasis will be placed upon learning and performing various choral styles, ranging from medium to difficult. Four, multi-part, double chorus selections unaccompanied motets, and contemporary works will be sung.

VOCAL ENSEMBLE 501.

10-12 grades.

A course offered to a select group of blended, mixed or like voices to give experience in duet, trio, quartet, octet, etc., singing. Many styles of ensemble type singing will be explored, such as madrigals, barbershop, and contemporary ensemble work. Special emphasis will be placed upon development of the ability to carry an independent part in an ensemble group.

Prerequisite: Permission of the teacher.

MUSICAL THEATRE 401.

9-12 grades.

Emphasis of this course will be in dramatic music productions. Students interested in solo and ensemble singing may elect.

Prerequisite: Permission of the teacher.

BASIC MUSICIANSHIP THEORY 100 and 101.

A two-quarter course to be taken in sequence. No prerequisite.

A basic survey of fundamentals and vocabulary of music involving experiences in rules and terminology of notation, ear training, sight singing, harmonic and melodic dictation and basic small form analysis. Students who elect this course should make arrangements to have a keyboard instrument readily available for practice and assignments, either at home, school, church, etc.

SIGHT SINGING 201.

8-12 grades.

A specialized course involving study and drill in the technics of singing from the written score.

Prerequisites: Basic Musicianship or Permission of the instructor.

HARMONY 201.

A study of the fundamentals of musical structure; melody and melodic components; with basic written, aural, vocal and keyboard experiences in unison, two, three and four-part music. Students who elect this course should have a keyboard instrument readily available for practice and assignments, either at home, school or church, etc.

Prerequisite: Basic Musicianship 1 and 2 or Permission of the instructor.

GENERAL MUSIC 101 and 102.

8-9 grades.

An overview of all phases of music including singing, learning to play informal social instruments, music appreciation, and basic fundamentals. A variety of materials and resources including films, concerts, visits, and television will be utilized.

OPERA APPRECIATION 201.

9-12 grades.

A brief history of opera, terminology, and several representative works will be studied. Films, television, recordings, and performances will be greatly utilized.

THE HUMANITIES 301, 302, and 303.

11-12 grades.

A study of the historical and aesthetic relationship of painting, sculpture, architecture, drama, poetry, music and the dance.

MUSIC APPRECIATION SURVEY 301.

10-12 grades.

An introduction to constructive and critical listening of music, for the purpose of broadening any students' insight through use of recordings, tapes, films and scores. The class activities will be tied to actual live performances of music groups which reside or perform in the area.

MATHEMATICS

PHILOSOPHY:

One of the underlying concepts inherent in the mathematics program of Fulton County is that every student should have some experiences with mathematics beyond the elementary level. As a result, the belief that opportunities for successful experiences in mathematics must be provided to all students, becomes not only natural but necessary.

In the Fulton County program, an attempt has been made to create a curriculum which is success oriented as far as students are concerned. The flexibility of course offerings and the variety of courses provide a program in which ideally every student can find some success. This provides an additional challenge to the teacher, however, who must not only be particularly sensitive to each student's abilities and needs but who must also be thoroughly familiar with the scope of the entire program in order to provide all possible assistance in the proper placement of the student.

As another means of assuring successful experiences for students, pedagogy must be developed by each teacher to stress student understanding of logical bases for mathematical procedures rather than manipulations to be memorized. Recent changes in mathematics teaching philosophy encourage the development of the art or skill of questioning which stimulates creative discovery on the part of all students at all levels.

Math Requirement:

1. Academic: Algebra 200-201-202 Sequential
   Geometry 300-301-302 Sequential
   Algebra 300-301-302. Algebra 300 prerequisite for 301, 302.
   Algebra 301, 302 non-sequential.
2. Business Course:
   Thirty (30) hours required from the following:
   Math 101, 102, 103, or 131, 132, 133 or 104, 105, 106 or 134, 135, 136 or
   Business Arithmetic 305, 306, 307, or thirty hours of Algebra or Geometry.

Note: Fifteen (15) hours of Business Arithmetic or fifteen hours of Algebra is required.

3. General Course
   Thirty (30) hours required.
4. All 100 level courses and all courses above the 300 level are non-sequential.

ARITHMETIC 131—UNDERSTANDING COMPUTATION

This course is a laboratory approach to understanding numeration, numbers and computation with whole numbers. It is a remedial course for those students who are achieving three or more grades below placement.

Prerequisite—Below 5.5 grade achievement upon entering high school or recommendation of teacher after failure of a 100-level course.

ARITHMETIC 132—UNDERSTANDING FRACTIONS

The emphasis in this course is on operations with simple fractions and decimal fractions developed through a laboratory approach using shop and homemaking problems in measurement.

Prerequisite—Same as for Arithmetic 131.

ARITHMETIC 133—UNDERSTANDING RATIO AND PERCENT

Simple models for ratio are used to develop understanding. Attention is given to problem applications of ratio and percent in a practical setting.

Prerequisite—Same as for Arithmetic 131.

ARITHMETIC 134—METRIC GEOMETRY AND NUMERICAL TRIGONOMETRY.

This course uses a laboratory setting to develop concepts of measurement in scale drawings, metric geometry, and numerical trigonometry. Attention is given to linear, area, volume, and angle measures. Prerequisite—Arithmetic 132 and one other 130-level course.

ARITHMETIC 135—EXPERIMENTAL GEOMETRY

Experimental methods such as paper-folding and construction are used to develop such geometric concepts as congruence and similarity. Models for three dimensional geometric figures are made and their properties explored.

Prerequisite—Any two 130-level courses.

ARITHMETIC 136—GRAPHS, THEIR CONSTRUCTION, AND INTERPRETATION

Graphs are used as a means of problem solving. Newspapers and magazines serve as resource materials for learning to read and construct graphs. The concept of ordered pair as coordinates of points in a plane may be used with some students as appropriate.

Prerequisite—Same as for Arithmetic 135.

MATHEMATICS 101—ELEMENTS OF NUMBER THEORY

Some of the topics included in this course are numeration systems, number systems and a study of some interesting properties of numbers such as: evens and odds; primes and composites; factors and factor trees with applications in fractions and computation; divisibility. This course is designed to strengthen fundamental arithmetic concepts as a basis for beginning algebra.

Prerequisite—Arithmetic achievement score of 5.5 grade or higher at time administered in seventh grade. (See Arithmetic 131 and Algebra 200 for alternate courses for students entering high school.)

MATHEMATICS 102—THE REAL NUMBERS

This course includes a systematic study of properties of rational numbers with operations. Irrational numbers are introduced either through decimal representation or through geometric construction. Computational skills may be reinforced but emphasis is on the development of the real numbers as a system and on the field properties.

Prerequisite—Same as for Mathematics 101.

MATHEMATICS 103—RELATIONS AND FUNCTIONS

The Cartesian plane will be used to introduce the concepts of relation and function. Simple algebraic symbolism will be used as appropriate. Concepts of slope, line graphs, inequalities are developed.

Prerequisite—Same as for Mathematics 101.

MATHEMATICS 104—NUMBER SYSTEMS

This course is designed to reinforce basic understandings introduced in Mathematics 101 and 102. It may serve as strengthening in pre-algebra concepts for the student who is not ready for algebra or it may serve as one of the terminal quarters for the non-college bound general student. Topics include review of properties of non-negative rationals and irrationals.

Prerequisite—Any two 100-level courses.

MATHEMATICS 105—ORIENTATION TO ALGEBRA

The language of algebra is developed carefully and open sentences are used to solve simple problems. The polynomial is introduced with simple products and factors. Directed numbers and operations on them are emphasized.

Prerequisite—Same as Mathematics 104.

MATHEMATICS 106—PRE-ALGEBRA

This course reviews and extends previous structure ideas into beginning algebra. Topics include open sentences, coordinate plane, polynomials and operations.

Prerequisites—Same as for Mathematics 104.

MATHEMATICS 107—METRIC GEOMETRY

This course is designed for the general student and may be a terminal quarter for him. The concepts of linear, area, and volume measurement are reinforced. Attention is given to estimation, precision and accuracy. Other topics are measurement in science, metric system and use of exponents in writing large and small numbers.

Prerequisites—Any two 100-level courses.

MATHEMATICS 108—NON-METRIC GEOMETRY

This course is designed for the general student or for the weak academic student. In conjunction with Mathematics 109, it may provide additional preparation for Geometry 300. Emphasis is paced on similarity, concepts of congruency, and properties of right triangles.

Prerequisites—Any two 100-level courses.

MATHEMATICS 109—INTUITIVE GEOMETRY

This course reviews basic ideas of intuitive geometry with a study of properties of geometric figures and an introduction to vectors. The concept of proof in a geometric setting is introduced. This course serves the same dual purpose as Mathematics 108.

Prerequisites—Any two 100-level courses.

ALGEBRA 200—ELEMENTARY ALGEBRAIC CONCEPTS

This course develops basic algebraic concepts and skills necessary for continued study in algebra. A high level of mastery is expected. Emphasis is on such topics as algebraic symbolism, polynomials and operations on polynomials, equalities and inequalities, problem solving, and an introduction to products and factors.

Prerequisites—For most students Math 101, 102, 103; for students who evidence readiness as indicated by teacher recommendation after one or more 100-level courses; or for students entering high school with an achievement score of 9+.

ALGEBRA 201—QUADRATIC FORMS AND ALGEBRAIC FRACTIONS

This course extends topics of factors and products, irrationals, quadratic equations and their application in problem solving. Algebraic fractions and operations are included.

Prerequisite—Algebra 200.

ALGEBRA 202—ALGEBRAIC EQUATIONS AND INEQUALITIES

This course includes an extension of equation solving and poblem applications with an emphasis on equations in two and three variables. An introduction to some basic ideas of analytic geometry are included, such as, point-slope form of an equation of a straight line, slope-intercept form, function and variation.

Prerequisite—Algebra 201 or Algebra 200 and recommendation of mathematics department.

ALGEBRA 203—DIAGNOSTIC BASIC ALGEBRA

Since this course is designed for those students who are weak in elementary algebraic concepts, a diagnostic review of the topics of Algebra 200, 201 and 202 will be given and time will be spent on individual topics as needed.

Prerequisite—Algebra 201 and 202 with a below B average and teacher recommendation.

ALGEBRA 204—EXPLORING CONTEMPORARY ALGEBRA

This is an enrichment course and is adapted to student interest and ability level. Some suggested topics are digital computer methods, systems of equations in three variables, matrices and determinants, probability and statistics, logic and truth tables.

Prerequisite—Algebra 201 and 202. (Exception: this course may be taken simultaneously with a third quarter of algebra but must be taken prior to Algebra 300 not in lieu of it.)

GEOMETRY 300—ELEMENTARY GEOMETRY

This course introduces the basic ideas of two and three dimensional geometry; concepts of definition and assumption in a Euclidean geometry setting; postulates, deductive and inductive proof.

Prerequisite—Three quarters of algebra or Algebra 200 and teacher recommendation.

GEOMETRY 301—EUCLIDEAN GEOMETRY

In this course the ideas of geometry are extended to include theorems on congruency; parallel lines and planes; similarity, circles, arcs and angles; constructions and loci. An introduction to application of the sine, cosine, and tangent ratios may be included.

Prerequisite—Geometry 300.

GEOMETRY 302—COORDINATE GEOMETRY

This course introduces methods of coordinate geometry, including proofs. Additional topics are areas of polygons and circles, areas and volumes of polyhedra, spheres, cylinders and cones.

Prerequisite—Geometry 300.

ALGEBRA 300—INTERMEDIATE ALGEBRAIC TOPICS

The concepts of elementary algebra are extended. New topics include synthetic division, remainder theorem, determinants in the solution of three variable systems. Rational algebraic expressions are treated in depth.

Prerequisite—Three quarters of 200-level algebra and three quarters of 300-level geometry or less with recommendation of mathematics department.

ALGEBRA 301—INTERMEDIATE FUNCTIONS AND RELATIONS

The basis of this course is an extensive and intensive study of quadratic relations and systems of quadratic equations. The function concept is extended in an introduction to exponential and logarithmic functions. In the solution of quadratic equations, imaginary numbers are introduced.

Prerequisite—Algebra 300.

ALGEBRA 302—ADVANCED ALGEBRAIC TOPICS

Included are such topics as sequences, series, limits, progressions, binomial expansion, mathematical induction, matrices and determinants, group and field properties, properties of an integral domain.

Prerequisite—Algebra 300.

ALGEBRA 303—ALGEBRAIC REVIEW AND ADDITIONAL TOPICS

This course constitutes an in-depth review of fundamental concepts in algebra. It is intended for those students who have a below B-average in previous algebra courses. This quarter should strengthen algebraic background for students who plan to attend a college which requires freshmen to take a course in college algebra. Students who have a B-average or better in mathematics are **not** allowed to take this course.

Prerequisite—Algebra 301 and below B-average in previous algebra courses.

ALGEBRA 304—ALGEBRAIC TOPICS

This course presents some more advanced algebraic topics for the below B-average student. Included is further study in functions and relations with emphasis on algebraic functions. The algebra of vectors and matrices is introduced.

Prerequisite—Algebra 303 or Algebra 302 and teacher recommendation.

TRIGONOMETRY 305—TRIGONOMETRIC FUNCTIONS

This course is provided for those students who need trigonometry credit for college but who have averaged below B in their academic mathematics. The emphasis in this course is on basic ideas and skills in trigonometry including radian measure, definitions, formulas, identities, equations, complex numbers with only an introduction to circular function treatment. Students who have higher than a

B-average in mathematics and wish trigonometry credit must take Trigonometry 402.

Prerequisite—Algebra 301 and below B-average in mathematics.

ANALYSIS 400

This course includes an in-depth study of logic, ordered fields, mathematical induction, sequences and series, and polynomial functions.

Prerequisite—Algebra 301 and 302 with a B-average or higher in 200 and 300-level courses.

ANALYSIS 401

This course introduces an algebra of vectors and develops a vector approach to analytic geometry. A review of exponential and logarithmic functions is included. The study of complex numbers is extended.

Prerequisite—Algebra 301 and 302 with a B-average or higher in 200 and 300-level courses.

TRIGONOMETRY 402—ANALYSIS OF CIRCULAR FUNCTIONS

This course uses the circular function approach to trigonometry and includes, in addition to trigonometric identities, formulas, equations, etc. a vector treatment of trigonometry and polar forms of complex numbers, with consideration of DeMoivre's Theorem.

Prerequisite—Analysis 401.

Additional 400-level courses include:

402 ANALYTIC GEOMETRY: ANALYTIC GEOMETRY OF POINTS, LINES AND SPACE.

The emphasis in this course is on a careful treatment of plane analytics with some extension to three dimensions. Included is a treatment of points, lines, planes, conics, distances, rotation and translation of axes.

Prerequisite: Analysis 400.

404 MODERN ALGEBRA: MATHEMATICAL SYSTEMS.

This course includes a study of group, field, integral domain properties. Particular attention is given to ordered and non-ordered fields with careful study of the field of complex numbers.

Prerequisite: Analysis 400.

405 ADVANCED MATHEMATICS: ADVANCED TOPICS IN MATHEMATICS.

Content of this course are to be developed by the mathematics department of a school wishing to offer it. This might vary from class to class but should represent in depth study and may be conducted as individual projects or group projects within the class.

Prerequisite: Recommendation of 400-level teacher and department chairman.

406 MATRIX ALGEBRA: INTRODUCTION TO MATRIX ALGEBRA.

Topics include matrix operations, algebra of 2X2 matrices, matrices and linear systems, row and column matrices as vectors.

Prerequisites: Six quarters of algebra with B-average or higher.

407 PROBABILITY: INTRODUCTION TO PROBABILITY.

This course is intended as a rather formal approach to probability and includes such topics as conditional probabilities, mathematical expectation, applications of the binominal distribution, and an introduction to the theory of sets.

Prerequisite: Nine quarters of 200, 300 or 400-level courses with B-average or higher.

501, 502, 503 CALCULUS WITH ANALYTIC GEOMETRY.

This course may be offered in those schools which have staff and a sufficient number of students who will have completed Trigonometry 402 by the end of their fourth year in high school.

Prerequisites: Trigonometry and recommendation of mathematics department.

541 CREATIVE MATHEMATICS.

The topics of this course are to be developed by the students under the guidance of the teacher. It might include such topics as famous unsolved problems in mathematics, game theory, or problems in number theory.

Prerequisites: Recommendation of the mathematics department.

901 RESEARCH IN MATHEMATICS.

Independent study to be developed at any level as need is indicated.

Prerequisites: Recommendation of the mathematics department.

SCIENCE

In the eyes of the Fulton County Science Department, emphasis on science—on the national and local level—represents not an **unbalancing** toward science but a **correction of balance** in order that the spirit of the modern age may take its legitimate place in the modern curriculum.

Science Requirements:

A. **Academic Students**

1. Thirty (30) credit hours of science and thirty (30) credit hours of a language required.
2. Sixty (60) credit hours of science required of those students electing no language.
3. Fifteen (15) credit hours of science requirement must be from Science 200 series and fifteen credit hours of science must be from Science 300 series (Biology).

B. **All other Students**

Thirty (30) credit hours of science required. Fifteen (15) hours may be from the 100 series or 200 series and fifteen hours must be from Science 300 (Biology).

C. Fifteen (15) credit hours of General Science 101, 102, 103 and fifteen (15) credit hours of Biology will meet graduation requirements but not college entrance requirements.

SCIENCE 101-102-103—GENERAL SCIENCE.

This course is designed for the following purposes: 1) To serve the student with little or no previous science background courses; 2) to serve the student who is not scientifically or mathematically oriented; 3) to serve the student who has a reading level of 6 and below on the seventh grade standardized county achievement test; 4) to serve the student who wishes to pursue science in his first year of high school and who is not placed in or recommended for first year algebra; 5) to serve the needs of the non-college bound student who meets one of the above criteria and who needs a science course in addition to biology in order to graduate; and 6) this course is restricted to 8th and 9th grade students.

SCIENCE 201-202-203—PHYSICAL SCIENCE

This course is designed for the student who needs fifteen hours of science in addition to biology to meet minimum college requirements and local graduation requirements. This is a college preparatory course and one for which normal progress in basic courses like English and Mathematics is recommended. This science is a prerequisite for Science 400 and Science 501-502-503 (Physics). This course is available at grades 8, 9 and 10. A student should not be pressured into taking it unless it is indicated. The Science 200 courses may begin at the 9th grade, or in some cases, even at the 10th.

SCIENCE 204-205-206—EARTH SCIENCE.

This is a course which will satisfy college entrance requirements as well as the Physical Science course. However, for students desiring to take Chemistry and/or Physics in their upper levels, Physical Science 201-202-203 is recommended rather than Earth Science 204-205-206. The latter program is not impossible but the former is recommended. It is for those students who are interested in the study of natural phenomena of the earth and its environs and who have a reading level score of 8.0 or above. Earth Science 204-205-206 is available at grades 8, 9 and 10.

SCIENCE 301, 302, 303—GENERAL BIOLOGY.

Required unless the student takes 304-305-306. This course is designed to study such areas as "What is Life?", Microscope, The Chemical Basis of Life, Cell Structure, The Cell and its Environment, Microbiology, Invertebrates, Vertebrates, The Mammals, The Biology of Man, Multicellular Plants, and Ecology.

SCIENCE 304-305-306—BSCS BIOLOGY.

Required unless student takes 301-302-303.

SCIENCE 400-401-402—CHEMISTRY.

Science 400 is prerequisite for any additional course in chemistry and any course in physics. All Science 400-401-402 is sequential. The course in Science numbered 400 should be labeled Chemistry-Physics 400. If the student later elects to take courses in Chemistry, the 400 course would become an element in Chemistry; if the subsequent courses are taken in Physics, only the 400 course will be counted as one of the Physics elements.

SCIENCE 501-502-503—PHYSICS.

Prerequisite is Science 400. If Science 400 is not followed by Science 401 and 402 and the physics course is the student's next course, then the number 501 physics will replace the number 400 chemistry and be followed by 502-503 on the permanent record card.

SCIENCE 601-602-603—HUMAN PHYSIOLOGY.

Selected students. A second course in biological science devoted exclusively to the study of the human body with a comparative laboratory based on the anatomy and physiology of a laboratory mammal. Recommended that students have had Chemistry and Algebra.

SCIENCE 601-602-603—CHEMISTRY.

Second level course; selected students.

SCIENCE 900 SERIES—INDIVIDUAL STUDY.

Selected students following an approved and guided research problem.

NOTE: The minimal requirement in Science for any course—Academic, Business Education or General—is six (6) course elements or thirty (30) hours. Three (3) course elements must come from science series numbered in the 100's or 200's and three (3) additional courses must be biology.

SOCIAL STUDIES

RATIONALE

The study of man and his behavior, past and present, encompasses such an extensive range of knowledge, it becomes desirable to design a curriculum dedicated to providing pupils with the ability for developing a method of study.

Today scholars from seven academic disciplines, each with their own methodology, contribute their knowledge toward this total understanding of man. For secondary educational purposes these seven disciplines were combined into three methods: a geographical, an historical, and a behavioral social science (anthropology and archeology, sociology, political science, economics).

One cannot say that any one method is more valuable or more difficult—each has its own appeal. This desire to give pupils something of the nature of knowledge, the formation and testing of hypotheses, rather than extensive coverage of factual information, is the very heart of the "New Social Studies" and the core of this proposed curriculum.

Requirements for all students:

8th Grade: **Anthropology** 900-130
Georgia History 900-130
Sociology 900-130

9th and 10th Grades:

Geography 200
History 200
Political Science 200
Economics 200

11th Grade: U.S. History 304-305-306
Plus ten (10) hours of additional electives:
100 series: non-sequential
200 series: non-sequential
Two 200 series prerequisite to 300 series.

ANTHROPOLOGY 100 & 130—GEORGIA CULTURE.

8th grade. The course will be an introduction to the study of man as an individual, man as part of the physical world, and man as a participating member of community life. Models for culture and social structure will be developed and used to examine communities from three periods of Georgia history: Pre-Columbian, Colonial and Contemporary. Pupils will also be introduced to the methods of study of the Behavioral Social Scientists.

HISTORY 100 & 130—GEORGIA HISTORY.

8th grade. The influence of the American values and beliefs are examined in selected periods from Georgia and U.S. History. Special emphasis will be on the State's contributions to national development. Documents and artifacts will be used to illustrate the techniques of interpreting history and applying historical perspective.

SOCIOLOGY 100 & 130—GEORGIA CITIES.

8th grade. Contemporary Georgia provides the background for an examination of change brought about as the state converts to an industrial urban culture. Case studies in population movements, land use patterns, the economy of a city, and social control will illustrate some of the characteristics and problems of urban culture

ALL 100 COURSES MUST BE COMPLETED BEFORE MOVING TO 200 COURSES!!!
GEOGRAPHY 200 & 230—WORLD PATTERNS.

Required. The world patterns course presents a global view of man. Major emphasis is given to the analysis of physical and/or environmental patterns in relationship to cultural diversity in the earth.

GEOGRAPHY 201-231—ECONOMIC GEOGRAPHY.

Through analysis of economic activities, the course presents inquiry into the economic questions of production, exchange and consumption in a locational context

GEOGRAPHY 202-232—CULTURAL GEOGRAPHY.

In a cultural framework, the student will examine four countries: South Africa, China, India and Brazil; analyzing in each case the traditional society, the impact of Western ideas and institutions, and one major contemporary problem, such as economic growth.

HISTORY 200-230—THE NATURE OF CIVILIZATION.

Required. The theme is civilization in a world setting. The course approaches the study of history in three ways. First, it examines how historical data may be organized, questioned and interpreted. Second, it identifies the advance stages of social influence of the external and internal forces on the rate of growth or change. Finally, it will give pupils an insight as to history's pertinency to their own lives.

WORLD HISTORY 201—THE NATURE OF REVOLUTION.

Analysis of revolutions will enable the student to see the causes, processes, and results of revolutions. Study will stress both patterns and variations in revolutions. Students will compare the processes that revolutions will follow and the means by which these revolutions leave their influence.

WORLD HISTORY 202.—THE NATURE OF THE STATE AND THE NATION.

Pupils will study the phases of and factors in the development of the nation-state, and the continuing struggle of nations to maintain their sovereignty will be developed.

POLITICAL SCIENCE 200-230—COMPARATIVE POLITICAL SYSTEMS.

Required. A comparison of a primitive political system with the governments of the United States and the Soviet Union examining the nature of leadership, the institutional setting, decision making, the role of the individual citizen, and ideology.

ECONOMICS 200 - 230—COMPARATIVE ECONOMIC SYSTEMS.

Required. A comparison of a traditional economy with systems where most decisions are made in the market (United States) and where most decisions are made by command (Soviet Union), focusing on three basic questions: what is to be produced, how it is to be produced, and for whom it is produced.

ALL REQUIRED 200 COURSES MUST BE COMPLETED BEFORE MOVING TO 300 OR ABOVE COURSES.

HISTORY 304-334—U.S. DEMOCRACY.

Required. This is a study of the origin of our beliefs and values as established in our documents and as interpreted by laws and decisions of the Executive, Legislative and Judicial branches of government. It includes the study of the struggle within the democratic ideal over the concentration of power. The continuous testing of the Constitution, through the will of the people, will be emphasized. The concept of democracy is defined as rule by the people, which becomes a republic form of government, free enterprise business organization, and a mobile-class-structure society.

HISTORY 305-335—U.S. REFORM MOVEMENTS.

Required. The course begins with an examination of National Goals. The course focuses on the role of reform movements in the process of developing a nation, including pre-Civil War, reconstruction, populist, and progressive movements, New Deal, Great Society, and the problem of minorities. The study examines concern for protest and civil disobedience as they relate to the American tradition.

HISTORY—306 - 336—20th CENTURY U.S. FOREIGN AFFAIRS.

Required. This is an analysis of the complexity of the present period of history. Case work in the nature of life created by the combined economic, political and social forces will be the core of study. Special attention is given to the relevance of America's basic beliefs as they are challenged by the forces evolving in a highly technological world society. The study will embrace the nature and mechanics of Foreign Policy, an evaluation of the impact of domestic affairs on Foreign Policy, and the complexity of peace efforts.

CULTURAL GEOGRAPHY SERIES

An indepth, multi-discipline, microscopic, cultural study of a selected area. Man living on the land has produced specific patterns that may be called a region. In this study the student is led to identify and locate the specific cultural region under study. The student investigates such aspects of the region as site and situation in the world; resources, utilization of resources; cultural heritage; urban development; agricultural systems in relation to domestic and international affairs. One specific area would make up the bulk of the quarter's work.

GEOGRAPHY 301.

Oriental Culture

GEOGRAPHY 302.

Latin American Culture

NATIONAL HISTORY (OTHER THAN U.S.) SERIES

The history of a nation presents these possibilities: (1) select a period which is significant to life today;

(2) select a theme and trace it throughout several periods; e.g., secularization. Under no circumstances should this become a survey course.

HISTORY 301.

Russian History

HISTORY 302.

Middle East History

HISTORY 303.

English History

ANTHROPOLOGY 301—COMPARATIVE CULTURES.

This course will compare the cultural development of selected aborigines cultures with selected industrial complex societies. Topics might include social organizations, cultural development, technology, value systems, allocation of resources. Case studies will be used.

POLITICAL SCIENCE 301-901—POLITICAL BEHAVIOR.

(laboratory type study) This course in intended to provide an analysis of how things are done politically. Processes will include electing, legislating, administrating, judging, and influencing.

SOCIOLOGY 901—HUMAN BEHAVIOR.

Pupils will primarily be concerned with methods of inquiry and will consider the involvement of the ordering of elements into a system Perhaps the most important aim will be to develop in students a cautious, critical attitude toward generalizations about human behavior, whatever its source. Through readings and through designing and conducting their own behavioral research, students acquire a deeper understanding of the great complexity of human behavior and the difficulty of acquiring verified knowledge about it.

SOCIOLOGY 301—U.S. SOCIAL STRUCTURE.

This is a study of the institutions and processes of United States society. Emphasis will be on contemporary problems: Impact of affluency, impact of technology, racial discord, disassociation, leadership, social control and dissent

SOCIOLOGY 302—SOCIAL DYNAMICS.

The course will survey the causes, complications and consequences of social change. Case studies in poverty, crime, and urbanization can be used.

POLITICAL SCIENCE 302—U.S. LAW.

This course is designed to examine the role of law in US. life, including the origins of U.S. Law, the structure of the legal system and the role of law as an instigator of change and as an agent of social control. Major legal issues as reflected in contemporary court decisions will be examined.

POLITICAL SCIENCE 303-333—CASE STUDIES IN U.S. LAW.

This course will consist of a series of case studies in the judicial processes, both criminal and civil. Georgia Annotated Code and "Everyman's Law" are the materials to be used.

POLITICAL SCIENCE 401—INTERNATIONAL AFFAIRS.

This study is an analysis of international affairs, including the basic factors of nationalism, conflicting ideologies, international law, diplomacy, policy-making, interlocking alliances, strategic geographical and cultural influences. Case studies in international institutions and/or critical areas will be developed. Games of simulation may be used.

POLITICAL SCIENCE 902—POLITICAL THEORY.

Ideas from selected political thinkers will be compared. Topics for comparison may include man as a political being, political ethics, mutual responsibility of state and citizen, and delegation of authority.

HISTORY 901—IDEAS OF MANKIND.

The course centers around three major questions: What is the good man? What is the good life? What is the good society? For substantitive material we could choose the civilizations such as ancient Athens, Renaissance Florence, and modern New York. Students examine answers given to these three basic questions by men in each of these civilizations. The readings and lesson plans challenge each student to think about the implications of the new ideas he encounters for his own conception of the nature of man.

SCHEDULING PROCEDURE

This new curriculum, developed in the quarter concept, is student-centered and provides an opportunity to build master schedules based on student need.

The number and variety of courses provided for in this program offers the administrator of each school the flexibility to develop a schedule to meet the needs of his school community.

The flexibility of this program provides for students to move horizontally toward graduation, grades 8-12, and at the same time move vertically through the program at any level to meet his needs. In other words, a student must be able to move from the regular program to the honors program, or from the basic program to the regular or in whatever direction his need requires.

If the basic provisions of this new curriculum are to be realized, it is necessary to reschedule each student each quarter. This means a new master schedule based on student request, student need, and teacher recommendation.

A scheduling procedure which allows student involvement to a greater degree than before has been developed and is in operation in all Fulton County High Schools. This student participation takes the form of course selection, class and period selection, and literally scheduling themselves into classes. There are several significant features of this procedure to consider:

Pre-registration:

During the seventh (7th) week of each quarter a pre-registration is conducted to determine the course offerings for the following quarter. Under the guidance of the classroom teacher, the student makes course selections according to his need and interest. This selection is recorded on a form provided and signed by the teacher.

This is obviously the most significant part of the scheduling procedure. It is here that the student and/or the teacher decide if the student is in the proper course level, whether the student should pursue another subject field, take a course just for fun, or whatever consideration should be given to course selection.

Master schedule:

The data obtained from the pre-registration are used to develop the master schedule for the school. The selection of courses to be included in the master schedule will depend on several factors, among which are: the number of students who request a course, faculty competence, and space availability.

The master schedule is duplicated and a copy given to each student. This copy shows only the course, time and room number. The teacher's name is omitted. Along with this master schedule is a list of singletons and doubletons, with instructions in homeroom for use in preparing the schedule.

Scheduling information:

The students are given instructions for preparing their registration and scheduling form. This information sheet also contains general recommendations for scheduling, dates of registration and bus schedules. A step by step registration procedure is given to each student and reviewed in homeroom prior to registration day.

Registration Day:

Two days are provided between each quarter at which time the students are transported to

school. Usually the three upper grades register on the first day and the two lower grades on the second day.

The gym is set up with each curriculum department represented at a table. The students go into the gym and schedule themselves into class by registering for each appropriate course.

The student has made his choice of courses, has worked out his schedule, and now has actually scheduled himself into class.

If this procedure is properly organized and followed, the schedule will be operative on the first day of each new quarter.